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COLLEGE OF EDUCATION

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Alan Grigg

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Walden University
2016

Abstract

Chinese International Students' and Faculty Members' Views of
Plagiarism in Higher Education

by

Alan Grigg

MS, Capella University, 2005

MS, Eastern Michigan University, 1978

BS, Eastern Michigan University, 1977

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education
Higher Education

Walden University

February 2016

Abstract

As the enrollment of Chinese international students (CIS) increased at a private institution in the Midwest, so did suspected cases of plagiarism. This study addressed the problem of how faculty members grappled with CIS' interpretation and application of Western-based views of plagiarism. The purpose of the study was to identify similarities and differences in the views of these 2 groups. Social cognitive theory, intercultural adaptation theory, and neutralization theory framed this qualitative case study. The research questions focused on how these particular CIS interpreted and applied the Western concept of plagiarism to assignments and exams, the impact of classroom practices and instructional processes on their view and experience, how the faculty members experienced CIS' interpretation and use of Western concepts of plagiarism, and respectively the differences in perceptions of U.S. faculty and of CIS. Eight full-time CIS and 8 faculty members who taught or currently teach CIS were purposefully selected. Data were collected using individual interviews, course syllabi, and plagiarism-related institutional policies. The interview data were analyzed using an ecological perspective to reveal themes; these data were triangulated with the data from course syllabi and institutional policies to ensure research credibility. The results of the study indicated a disconnect between student and faculty perceptions of Western-based contextualized plagiarism, the plagiarism ethos, and academic cultural differences between faculty and CIS that led to the creation of a faculty professional development plan using blended learning focused on cultural differences and teaching methods to deter plagiarism. The results may advance positive social change by improving faculty understanding of CIS and educational practices about plagiarism to better service these students.

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Dedication

"I'm Still Here"

(From Sondheim's *Follies*, lyrics by Ward & Cole)

Acknowledgments

I extend my sincere gratitude to the numerous people who encouraged and supported me as I completed this journey at Walden University. Sincerely and with humility, I offer my gratitude to my chair, mentor, and guide, Dr. Mari Vawn Tinney. I also wish to thank Dr. Dan Cernusca for his insight in this project; Dr. Bonita Wilcox for her U.R.R. review; and Dr. Travis Sands for his Form & Style review. Many thanks to my life mate, Dr. Michael Flores, M.D., for his patience and understanding over the past few years while I pursued a life dream. I also would like to thank the research site for allowing me to share their time and space to conduct this research. I am truly grateful to the volunteers who participated in the study, without whom, none of this would have been possible. A special thank you goes to Colleen Moore, words cannot express my gratitude.

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Section 1: The Problem

Introduction

In light of the view held by many educators that the goal of higher education is more than imparting knowledge and expertise, cases of academic dishonesty, such as plagiarism, challenge the mission of higher education (Aluede Omoregie, & Osa-Edoh, 2006; Cohen & Kisker, 2010; Dickeson, 2010; Newman, Couturier, & Scurry, 2004; Pennycook, 1996). Society also charges higher education with developing moral, spiritual, and emotional responsiveness and expanding social responsibility, vocational interests, and personal life (Aluede et al., 2006). Unfortunately, charges of plagiarism have recently become more prevalent at U.S. colleges and universities among increasing numbers of international students, often from cultures whose definitions of academic dishonesty are not consistent with American norms. It may well be that definitions of plagiarism are culturally bound, and this concept may be implicit in beliefs, traditions, practices, and purposes (Clegg & Flint, 2006; Dawson, Conti-Bekkers, Packer, & Fielder, 2008; Gynnild & Gotschalk, 2008; LaBeff, Clark, Haines, & Diekhoff, 1990; Pennycook, 1996; Powers, 2009; Russikoff, Fucaloro, & Salkauskiene, 2003).

Researchers have yet to agree on or provide a specific definition of what comprises plagiarism or academic dishonesty (Aluede et al., 2006; Carter & Punyanunt-Carter, 2006; Intercultural Communication Center [ICC], 2005; Schmelkin, Gilbert, Spencer, Pincus, & Silva, 2008). For instance, the ICC (2005) noted,

Plagiarism may be defined very differently across nations, especially those in which less importance is placed on the Western concept that an idea can be

‘owned.’ In fact, in systems where the deferential incorporation of accumulated wisdom is stressed over intellectual property or the generation of new ideas, using the words of experts without citing them may be more respectful and appropriate than using your own words. (p. 13)

Researchers recognize that some students might not be aware of the conventions regarding plagiarism. Some Researchers have suggested that influencing factors for plagiarism include student age, gender, academic level, course difficulty, and cultural background (Culwin, 2006; Sowden, 2005; Stephens & Nicholson, 2008). However, no consistent findings for these variables exist and the significance of these factors appears context dependent. For example, Marsden, Carroll, and Neill (2005) found that postgraduate and advanced undergraduate students were more likely to admit to cheating and other forms of academic dishonesty. Sheard, Markham, and Dick (2003) found that undergraduate information technology (IT) students were more likely to have reported cheating and to have knowledge of other students who had cheated. The researchers also found that students perceived situations, such as high workload and fear of failure, as reasons to cheat or commit plagiarism.

Conversely, Bennett (2005) postulated that students plagiarize based on a set of attitudinal characteristics such as thoughts about plagiarism, peer influences, religious and ethical views, consequences of being caught, and formal anti-plagiarism actions), rather than workload or fear of failure. Thus, individual characteristics are important considerations in any conversation on plagiarism. Given the importance of individual

beliefs, a significant element of plagiarism concerns how Westerners conceptualize and define academic plagiarism.

Pennycook (1996) suggested that the notion of ownership of text is a predominantly Western concept. He also noted that plagiarism could not be deemed a black-and-white issue, but is rather a complex experience linked to the relationship between text, memory, and learning. Scollon (1995) maintained, “The concept of plagiarism is fully embedded within a social, political, and cultural matrix that cannot be meaningfully separated from its interpretation” (p. 23). Thus, it is important to understand social and culture factors concerning text ownership and the significance attached to specific instances of plagiarism.

Notwithstanding the diverse student population and structure of academia, a paucity of research exists concerning a shared understanding of academic plagiarism in American higher education. The gravity of plagiarism is evident in formal policies, and it is addressed with a breadth of consequences (e.g., failing an assignment, failing a course, dismissal from the institution). Clegg and Flint (2006) noted that reducing academic plagiarism to categorical identifiers and numeric measures is imprudent as it is a “chaotic conception, not a scientific one” and it does not “confront the phenomenon in its complexity” (p. 385). Thus, supporting academic integrity (the morals and values of higher education) and reducing acts of plagiarism necessitates accepting that procedures and practices act as conduits between students and faculty members (International Center for Academic Integrity [ICAI], 2013). Additionally, dealing with plagiarism requires a

multiple-phenomenon-based perspective essential to making informed decisions that benefit institutions, faculty, and students.

Howard (1995) noted assessment and teaching practices as well as plagiarism-proofing tools for student use could deter plagiarism. Linking policies, teaching practices and educational tools increases student awareness of the significance academics attach to plagiarism. Reducing academic plagiarism at the local university requires communicating standards clearly, understanding the influences of culture, standardizing practices within the institution, and providing opportunities for faculty and student development to improve practices. The goal of this study was to gain a better understanding of Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism in American universities that may influence these views.

Definition of the Local Problem

At the local level, international student populations have become increasingly diverse, and faculty have experienced an increase in plagiarism cases among Chinese international students. At the site chosen for this doctoral project, faculty members have increasingly (10% in 2010 and 12% in 2012) expressed concern to the International Services Office (ISO) and vice president of Academic Affairs (AVP) about the increase in plagiarism among the growing population of international students (AVP, personal communication, August 28, 2013). This international student population represents students from Europe, the Middle East, and Asia, with the largest percentage coming from mainland China (36.8% in 2010 and 46.7% in 2012; ISO, personal communication, August 28, 2013). Research has shown that international students may enroll in classes

with limited spoken and written English proficiencies, learning styles grounded in different cultural paradigms, and perceptions of text ownership and usage that differ from those in Western academic culture (Bennett, 2005; Culwin, 2006; Pennycook, 1996; Sowden, 2005).

International students' cognitive dissonance may also result in higher incidences of academic plagiarism and lead to questioning regarding their integrity. Research indicates differences in perceptions of plagiarism among international students and faculty (Baker, Berry, & Thornton, 2008; Gynnild & Gotschalk, 2008; Kwong, Ng, Kai-Pan, & Won, 2010), and the university I selected for this study has experienced incidences of academic plagiarism among Chinese international students (AVP, personal communication, March 4, 2013). However, little has been done to better understand this issue or take steps to reduce plagiarism and benefit students such as providing them education on plagiarism. The AVP of the university I studied addressed this concern in a statement to campus administration and faculty. In the statement, she emphasized that it was time to address the gap between university policy and academic practice in ways that will benefit the Chinese international students who study at the university. Taking cue from the AVP's comments, the purpose of this qualitative case study was to gain a better understanding of Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism in American universities that may influence these views.

The Global Problem of Plagiarism in Education

Plagiarism is a continuous challenge on campuses throughout academia (Baker et al., 2008; Gynnild & Gotschalk, 2008). The way students and faculty delineate plagiarism overall is ambiguous and differs across groups (Kwong et al., 2010; Schmelkin et al., 2008; Wilkinson, 2009). More specifically, plagiarism is an ambiguous concept (Pecorari, 2003) that resists a fixed, straightforward definition (Howard, 2000; Leask, 2006; Price, 2002). The complicated dynamics of plagiarism are evident in its multifaceted characteristics. For example, plagiarism has been connected to the stealing of others' ideas and writing, a belief based in the perception of authenticity, authorship, originality, and proprietorship of communication and thought (Leight, 1999; Pennycook, 1996; Scollon, 1994; Sutherland-Smith, 2005). However, these beliefs are often not shared overtly but are culturally specific and traditionally established (Ashworth, Freewood, & Macdonald, 2003; Briggs, 2003; Howard, 2000; Pennycook, 1994; Price, 2002; Zwagerman, 2008). Concerning such beliefs, Howard (1995) noted, "their historical emergence demonstrates them to be cultural arbitraries, textual corollaries to the technological and economic conditions of the society that instated them" (p. 791). In the same way, both Pennycook (1996) and Scollon (1995) posited that plagiarism and fundamental ideas imitate sociopolitical tenets that have been dominant in Western cultural and academic tradition since the Enlightenment. As a result, people from diverse cultural and intellectual backgrounds are likely to conceptualize plagiarism differently (Leask, 2006; Shi, 2006).

Another traditional point of view is that plagiarism is a moral transgression (Howard, 1995; Valentine, 2006). Pecorari (2008) concluded, “The received view of plagiarism as an act of fraud implies that it is a deliberate act, an act of intentional deception” (p. 224). Intrinsically, educators have often linked plagiarism to cheating or deception (Borg, 2009). Conversely, some incidences of plagiarism may not be moral transgressions but unintentional (Abasi, Akbari, & Graves, 2006; Pecorari, 2003; Shi, 2006). Given the possibility of unintentional plagiarism, some researchers (Chandrasoma, Thompson, & Pennycook, 2004; Howard, 1995, 2000; Pecorari, 2003; Pennycook, 1996) have advocated that plagiarism be distinguished from cheating, as cheating includes the intention to mislead. However, is it difficult to conclude premeditation devoid of the wrongdoer’s own admission (Park, 2004). For example, Yorke, Lawson, and McMahon (2009) surveyed 20 universities (17 Western and three Asian) institutional policies and none used intention to establish plagiarism. Four of the 20 universities endeavored to articulate criteria for intention, and 12 institutions connected the significance of plagiarism occurrences and the severity of punishment to deliberateness. Yorke et al. concluded there is “no common standard for how intent and plagiarism interrelate” (p. 44).

Yeo and Chien (2007) used four criteria to determine plagiarism. The researchers found instructors at an Australian university were not definite in determining students’ resolve to plagiarize. Using the criteria of intent had the most robust influence on inconclusive decisions of plagiarism. Given the ambiguity in defining intentionality, Yorke et al. (2009) recommended nine factors to establish “a ‘balance of probability’

rather than definitive ‘proof’” (p. 40). Yeo (2007) suggested, “The issue of intentionality as an indicator of plagiarism contributes to uncertainty about the concept of plagiarism” (p. 200).

Another difficulty in defining plagiarism is that it can occur in a wide range of rhetorical situations (Elander, Pittam, Lusher, Fox, & Payne, 2010; Howard, 1995; Park, 2003; Yeo 2007). For instance, Barrett and Cox (2005) noted, “Plagiarism covers a wide range of behaviour and type of work that can be plagiarized” (p. 108). Park (2004) identified five styles of plagiarism commonly recognized in Western academia that range from copying or submission of another’s work, to paraphrasing without appropriate source text credit, to collusion. Park’s five styles may also be divided into subcategories. For example, Deckert (1993) separated textual misappropriation by “incorporating strings of the source text without using quotation marks, not including any kind of reference to the source, and using quotation marks with paraphrased renderings rather than exact excerpts” (p. 134). Even when researchers have used a precise classification and cataloguing system, both students and instructors frequently expressed different views of what behaviors constitute plagiarism, particularly with less classical forms of textual misappropriation (Barrett & Cox, 2005; Flint, Clegg, & Macdonald, 2006; Flowerdew & Li, 2007; Roig, 2001), as “there is a fine line between plagiarism and poor academic practice” (Burkill & Abbey, 2004, p. 440). As researchers have shown, understandings of what constitutes plagiarism range widely a range between students and instructors (Roig, 2001; Yeo, 2007). The various contexts of plagiarism and interpretation of its causes makes a complete grasp of “the multiple practices that can be thought to constitute

plagiarism” (Clegg & Flint, 2006, p. 375) impossible, and often results in diminished and simplistic conclusions.

Even with these confounding components, Western academia generally considers a number of these textual practices unacceptable (Briggs, 2003; Howard, 1995).

Chandrasegaran (2000) pinpointed two comparatively unambiguous styles of plagiarism—unrecognized verbatim duplication and unaccredited paraphrasing. She noted they are identified commonly as distinct incidences of plagiarism in Western academia. Elander et al. (2010) identified them as classic patterns of plagiarism.

Additionally, these styles are largely presented in institutional guidelines (e.g., Jones, 2011; Purdue University, 2014; University of Texas at Austin [UTA], n.d.) and popular writing guides (e.g., Aaron, 2011; Glenn & Grey, 2012; Swales & Feak, 2012) as conclusive styles of textual misappropriation.

Rationale: Evidence of the Problem at the Local Level

At a not-for-profit private institution in a large metropolitan city in the Midwest, data indicated a steady enrollment increase of 592 (10.6%) international students in 2010 to 632 (12%) in 2012 (ISO, personal communication, August 28, 2013). The study institution also reported a total student population of 2,500 graduate and 3,000 undergraduate students, which reflected the demographics of the surrounding area. One challenge this institution faced was meeting the changing landscape of higher education as more international students enrolled. The challenge of specific interest for this study was an increased incidence of plagiarism, which threatened the university’s commitment to offer effective student support programs (U.S. Department of Education [DOE], n.d.).

The increase of international students could denote the breadth of cross-cultural intra- and interpersonal dynamics; however, these dynamics only became evident to faculty and administration when the country of origin was reviewed. For example, in 2010, 36.8% ($N = 218$) of international students were from China and enrollment among this population increased steadily to 46.6% ($N = 295$) in 2012 (ISO, personal communication, August 28, 2013). In examining this international student population, it became apparent through faculty reports that different students had submitted the same paper with minimal or no changes (ISO, personal communication, August 14, 2013). Another concern that faculty had expressed was that students do not cite or provide information for their sources in the papers they wrote.

Compounding the source use concern was that Chinese international students created study groups to support their academic progress. While the practice of study groups, in general, is encouraged, in some cases, students who were strong writers completed papers for fellow study group members. As a result, when these fellow students were expected to write in class, they found it difficult to engage in the assignments successfully (ISO, personal communication, August 8, 2013). What can be inferred from this antidotal example is a disconnect between faculty and student perceptions of academic plagiarism.

The interpretation of plagiarism appears to differ between faculty and Chinese international students. Faculty members have expressed concerns to administration about Chinese international students' source usage, text ownership, and understanding of what constitutes plagiarism. In addition to these concerns, faculty members have requested

help in addressing the problem (ISO, personal communication, August 8, 2013; ISO, personal communication, August 14, 2013; personal communication, March 14, 2013).

Research pointed to the need to explore differences between faculty members' and students' views of plagiarism (Hollinger & Lanza-Kaduce, 2009, Honz, Kiewra, & Yang, 2010, Wilkinson, 2009). Specifically, an investigation was needed to determine how faculty and Chinese international students at the university defined plagiarism in order to determine similarities and differences in the views of these two groups so that appropriate interventions and support services could be developed to assist both students and faculty.

Del Carlo and Bodner (2004) and Clegg and Flint (2006) both have suggested that students and faculty think differently about plagiarism, and both stressed the importance of a shared understanding of plagiarism. A common understanding of what constitutes plagiarism could increase the success of procedures and practices developed to reduce these instances in the academic environment. Thus, the goal of this study was to gain a better understanding of Chinese international students' and faculty members' views of and experience with the Western-based concept of plagiarism in American universities that influenced these views.

Definitions of Terms

I have defined the following terms according to their usage in this study:

Academic dishonesty: “any fraudulent actions or attempts by a student to use unauthorized or unacceptable means in any academic work” (Lambert, Hogan, & Barton, 2003, para. 4).

Academic integrity: According to Hayes and Introna (2005), violations of academic integrity include: “copying from others during exams, taking crib sheets into exams, taking part in unpermitted collaboration in course work, submitting the same piece of course work more than once, and including other people’s words in a course work assessment without making them as being such (p. 214).

Perception: According to MacDonald (2012), “Perception includes an individual’s or group’s unique way of viewing a phenomena; involving the processing of stimuli; and incorporating memories and experiences in the process of understanding” (p. 8).

Plagiarism: Janowski (2002) offered an operationalized Western concept of plagiarism as

“buying or downloading a paper from a research service or a term-paper mill and offering it as your own; turning in another student’s work, with or without that student’s knowledge, as your own; copying any portion of another’s work without proper acknowledgment; copying material from a source and supplying proper documentation, but leaving out quotations marks or failing to indent properly; paraphrasing ideas and language from a source without proper documentation” (p. 26).

Significance of the Study

Several factors may influence the incidence of plagiarism, including perceiving instructional strategies as being excessive or unfair (Powers, 2009), not understanding task requirements (Tran, 2012, 2013), the need for good grades (Song-Turner, 2008),

peer competition (Stephens & Nicholson, 2008), wanting to help (Jurdi, Hage, & Chow, 2012), particular study strategies (Sutton, Taylor, & Johnson, 2014), the student's developmental stage (Howard, 1995), or deliberate attempts to deceive (Stephens & Nicholson, 2008; Belter & DuPre, 2009). Other factors may include students' perceptions of faculty members as being unconcerned about their teaching methods or their students' learning, and inattentive to practices of academic dishonesty (Aluede et al., 2006; Bernardi, Baca, Landers, & Witek, 2008; Brent & Atkisson, 2011). Researchers have concluded that students and faculty do not identify explicit behaviors related to plagiarism, nor does agreement exist between faculty on this matter (Burras, McGoldrick, & Schuhmann, 2007; Schmelkin et al., 2008). Thus, my exploration of the dissonance of perceptions surrounding plagiarism was a significant step toward increasing understanding the topic.

An estimated 75% of students admit to plagiarizing and rationalize their actions in a variety of ways (Megehee & Spake, 2008). By examining Chinese international students' and faculty's perceptions and understanding of plagiarism, this study may contribute to improved practices and the reduction of the problem by providing insight regarding the acculturation of these students to the Western academic ethical conventions. In a pragmatic sense, my study is rooted in the many previous studies that have investigated the bi-cultural adaptation of Chinese international students into the Western academic ethical culture (Gu & Brooks, 2008; Jia, 2008; Martin, Rao, & Sloan, 2011; Pennycook, 1996; Sowden, 2005; Yuan, 2011). However, the continuing need for studies on this topic is marked by the fact that the plagiarism practices of these Chinese

international students have persisted in spite of various efforts of Western faculty to reduce them (Zhonghua, 2010).

This study offers new knowledge and outlines best practices for faculty and administration on the social, cultural, and academic adaptation and integration of Chinese international students at U.S. colleges and universities. Additionally, the findings led me to develop questions to guide future research. In a real world sense, the findings may create social change by increasing researchers' and educators' understanding of Chinese international students, improving current educational practices, supporting faculty, and better servicing this student population. Such social change also helps other groups of international students who share similar cultural traits with Chinese international students. I applied an ecological perspective to examine the perceptions of plagiarism among faculty and Chinese international students to determine the environmental influences and faculty and student actions on this issue. The significance of the study is thus multi-faceted because it carries both practical and theoretical implications.

Research Questions

To advance a more complete picture of Chinese international students' perceptions of the Western notion of plagiarism at the study site, I explored student and faculty views of plagiarism as they applied to students' current course content. The filters used to perceive and carry out communication were subject to the influence of an individual's culture (Kingston & Forland, 2008; Tran, 2012, 2013).

My objective for this study was to investigate faculty members' and Chinese international students' perceptions of Western plagiarism. To date, this issue has not been

examined to any significant extent at the selected university. To accomplish this objective, I designed the following research questions to guide this study:

1. How do Chinese international students interpret and apply the Western concept of plagiarism in their preparation for graded assignments and exams?
2. How do U.S. classroom practices and institutional processes influence Chinese international students' view of and experience with plagiarism?
3. How do faculty members describe their experience with Chinese international students' interpretation and use of Western concepts of plagiarism and the circumstances that may contribute to that understanding?
4. In what ways are the perceptions of plagiarism of U.S. faculty and of Chinese international students alike or different?

Theoretical and Conceptual Frameworks

The theoretical frameworks that guided this doctoral study included Bandura's (1986) social cognitive theory (SCT), intercultural adaptation theory (Bennett, 1986; Berry, 2005; Byram, 2008; Kim, 2001), and neutralization theory (Sykes & Matza, 1957). According to SCT, learning is shaped through observation, imitation, and modeling behaviors. Intercultural adaptation theory hypothesizes an exchange of cultural features when cultures come into contact. Finally, neutralization theory applies a systematic process to students' understanding and application of the concept of plagiarism (LaBeff et al., 1990; McCabe, 1992).

This review of the literature presents these theoretical frameworks and alternative theories that I used to address the research problem. This review provided me a

foundation for understanding how each participant group (Chinese international students and Western faculty) has built their understandings of plagiarism. Specifically, Chinese international students develop their understandings of plagiarism from a Confucian tradition while Western faculty develop their understandings from a Socratic tradition (Aoki, 2008; Li, 2003; Tweed & Lehmann, 2002).

Social Cognitive Theory

Social cognitive theory posits that learning is shaped through observation, imitation, and modeling the behaviors of others, and is predicated on the belief that individual, behavioral, and environmental dynamics influence one another in a reciprocal fashion (Bandura, 1986). This combined influence suggests that the manner in which individuals conduct themselves is a product of continuous interaction between personal, behavioral, and circumstantial elements.

Vandehey, Diekhoff, and Labeff (2007) found that students perceive faculty reactions to transgressions of plagiarism as mild or disengaged. Professors corroborated students' assertions of detachment in recounting incidents of condoning acts of plagiarism. Murdock, Beauchamp, and Hinton (2008) advocated that modes of instruction and faculty conventions may affect perceptions of tolerance and the probability that plagiarism will occur. Accepting the social cognitive theory paradigm that students model and shape their behaviors through observation, one can conclude that academic integrity and misconduct (e.g., plagiarism) are also shaped through observation, imitation, and modeling.

Intercultural Adaptation Theory

Intercultural adaptation theory hypothesizes an exchange of cultural features between individuals from diverse cultures when they have ongoing direct contact (Bennett, 1986; Berry, 2005; Byram, 2008; Kim, 2001). The exchange of cultural features (acculturation) may modify those of original cultural patterns while remaining separate. Thus, acculturation can be conceptualized as a continuum of individual and environmental adjustments experienced when an individual integrates into the host environment (Berry, 2005). As a result, this process is not unidirectional, but rather reciprocal (Bennett, 1986; Berry 2005; Kim, 2001). Intercultural adaptation theory presupposes the existence of differences between cultures.

Acculturation of international students to the academic community and the mores of academic integrity in the United States is a transformational process (Comas-Forgas & Sureda-Negre, 2010; Gourlay & Deane, 2012; Leask, 2006; Martin et al., 2011; Sowden, 2005; Tran, 2012, 2013). Inherent to the process is the coming together of roles and identities which creates a shared reality (Kingston & Forland, 2008; Thakkar, 2011; Tran, 2012, 2013). In the course of developing a shared reality, an individual will experience varying degrees of disorientation while increasing communication competency, self-esteem and confidence, and finding homeostasis (Kim, 2001). Faculty members also engage in the process of acculturation because of their ongoing interactions with international students. As a result, intercultural adaptation theory complements and enhances Bandura's (1986) SCT and creates a solid theoretical framework for developing a broad understanding of faculty and international students' perceptions and definitions

of plagiarism. In my study, these theories helped me determine why these perceptions might differ.

Neutralization Theory and McCabe's Research

Neutralization theory proposes a system to understand student academic dishonesty (LaBeff et al., 1990; McCabe, 1992; Sykes & Matza, 1957). This theory focuses on students' abilities to comprehend and evaluate whether specific academic conduct is acceptable. It must be noted that student comprehension is not always in line with faculty understandings of plagiarism because students might rationalize the acceptance of plagiarism under some circumstances (LaBeff et al., 1990). McCabe postulated that students establish the construct of plagiarism early in their educational experiences. Students' understanding of this construct increases as they matriculate based on the influence of parents, peers, and faculty. Hence, institutions establish an atmosphere of integrity through academic programs and policies that promote integrity and discourage plagiarism (McCabe, Trevino, & Butterfield, 2001). Neutralization theory identifies behaviors, but offers no mechanisms to observe, model, or shape such behaviors across the academic community (LaBeff et al., 1990; McCabe, 1992; Sykes & Matza, 1957). Therefore, I used neutralization theory as background information to inform this study.

Current Literature Related to the Problem

I began this literature review by searching online and conventional libraries. Walden University Library and Google Scholar were the significant sources for the literature search. The online document delivery system at Walden University allowed me

to search the following databases: Academic Search Premier, Education Research Complete, ProQuest, Education from SAGE, and EBSCO host databases. Additionally, I also used the library at the research site to locate relevant texts, materials, and school policies. Key terms used to access the literature included *international students*, *exchange students*, *academic integrity*, *plagiarism*, *Confucianism*, *Chinese education*, *Western education*, and *Socratic*.

In my search for full text, scholarly reviewed articles published in the past 5 years, I found the following for each of the key terms: plagiarism, 1,341; academic integrity, 350; international students, 2,530; exchange students, 152; Confucianism, 1,395; Chinese education, 834; Western education, 387; and Socratic, 1,218. From these, I selected over 90 articles for this review. This literature review provides a set of contexts for understanding Chinese international students' approaches to academic integrity from the perspectives of Confucian Tradition, Chinese education tradition, and Western education tradition.

Higher education institutions must evolve to meet the needs of a mobile population and the shifting economies of student diversity (Cohen & Kisker, 2010; Dickeson, 2010; Newman et al., 2004). This trend has increased the need for institutions to rethink policies and procedures, for faculty to reexamine teaching methods, and for the academic community to revisit concepts and perceptions of culture (Pennycook, 1996). Embedded in the expanding student population are international students who "face several hurdles not experienced by their American counterparts" because of language barriers (Amsberry, 2010, p. 31). Beyond language and cultural differences, other factors

exist that may influence international students' educational processes including their historical, political, and social experiences (Russikoff et al., 2003). Compounding the educational experiences of this student population may be a limited working understanding of Western academic cultural expectations on source use and textual practices. This lack of knowledge increases the potential for plagiarism, which can bring about serious consequences.

Extensive research has been conducted on plagiarism (Burras et al., 2007; McCabe, 1992, 2001; Megehee & Spake, 2008; Murdock et al., 2008; Sykes & Matza, 1957; Vandehey et al., 2007; Volpe, Davidson, & Bell, 2008). However, such research is grounded in a Western context and tends to ignore the cultural underpinnings of plagiarism among Chinese international students. Consequently, whether these students' views of plagiarism arose from their culture or from a lack of knowledge of Western beliefs regarding plagiarism is not clear.

Pertinent to this study are the epistemological principles about the connection between wording, knowhow, reproduction, and scholarship (Pennycook, 1996). In Western culture, epistemologies generally regard texts as instruments for truth and for creating understanding via a process in which one examines others' ideas, weighs obtained knowledge, challenges prevailing knowledge, and develops connections in consistent discourse to create new understanding (Tweed & Lehmann, 2002).

Advancement of ideas and original thoughts are held in high-esteem (Pennycook, 1996; Scollon, 1995). As a result, the delineation of one's own and other's ideas and their relation are valued (Abasi et al., 2006; Howard, 1995).

The epistemological importance placed on original thought, the creation of new understanding, and individual efficacy dissuades memorization, reiteration, and replication as strategies for knowledge acquisition. However, these epistemological principles are not unanimously shared (Abasi et al., 2006; Leask, 2006; Li, 2003). For example, many Chinese culture formations are characterized by a belief that debate and disagreement are viewed as disruptive to personal happiness and social harmony (Chen, Bennett, & Maton, 2008; Thakkar, 2011). Additionally, text is often regarded less as a path for structuring understanding than a source of learning or a channel of communicating wisdom (Hayes & Inrona, 2006). In China becoming proficient in a respected wisdom that is transmitted through respected revered texts understood to be part of the public domain is considered essential to learning (Stone, 2008). Memorization, reiteration, and replication are also esteemed as valuable learning strategies to obtain knowledge (Chen et al., 2008; Thakkar, 2011). Different cultural experiences of textual customs that may inform understandings of plagiarism likely result from these epistemological differences (Pennycook, 1996; Stone, 2008).

Confucian Tradition

Confucianism has shaped Chinese social structure since 200 BCE when it was used to educate civil servants (Aoki, 2008; Deng, 2011) and transform their behaviors through diligent studies on virtue that emphasized the importance of learning manners, customs, and behaviors for personal happiness and societal harmony (Aoki, 2008; Wu, 2011). Confucianism has evolved and adapted to changing circumstances. As a principled system of “great subtlety and complexity” (Littlejohn, 2010, p. x), its influence on ethics,

history, education, government, business management, life philosophy, and social relations is comprehensive. A prominent scholar of Confucianism, Tu (1996), concluded that it is difficult to ascertain the specific roles of Confucianism in society, and noted:

We must not underestimate the complexity of the methodological issues involved in addressing the Confucian role in East Asian societies, itself as fine art, because that role is both elusive and pervasive. We are, on the one hand, at a loss to identify and define how the Confucian ethic actually works in economic organization, political ideology, and social behavior. And yet, on the other hand, we are impressed by its presence in virtually every aspect of interpersonal relations in East Asian life. (p. 5)

Critics have argued that a Confucian culture can be differentiated by (a) an emphasis on learning as a primary and moral obligation, (b) the importance of practical outcomes evident in functionality or benefit to current responsibilities and future goals, and (c) societal collectivism and social conscientiousness (Aoki, 2008; Confucius, 479 B.C./1979; Littlejohn, 2010; Tu, 1996; Wu, 2011). Given that tradition, values, and culture are embedded deeply in Chinese society, a Confucian learner integrates these traits with his or her learning style.

In addition to inspiring a framework for a purposeful life, Confucian doctrine influences the *Junzi* (an individual committed to self-improvement) activities of humanism, harmony, and hierarchy (Sun, 2008). Humanism signifies developing moral behaviors through education, which includes harmony of action by avoiding extremism and aiming for the middle way within a hierarchy where the individual knows his or her

place and behaves accordingly. This development involves committing and practicing the virtues of rén (benevolence), yì (honesty), lǐ (rituals), zhì (wisdom), xìn (trustworthiness), zhōng (loyalty), shù (altruism), and xiào (filial piety). These virtues reflect and merge values (Ip, 2011; Thompson, 2006). Confucian doctrine was built on the processes of practice and mastery, which bring together education, morality, and learning. Thus, it frames the purpose of learning as the actualization of integrated individuals who become what they are committed to becoming.

Chinese education tradition. The Chinese education tradition is characterized by hierarchical constructs of knowledge and learning intended to bring authoritative order to society (Wu, 2011). Essential knowledge is attained outside of the self through teachers and books. Additionally, learning is based on prior knowledge as a process of continuous adjustment of the self to attain enlightenment and happiness (Aoki, 2008; Deng, 2011; Wu, 2011). Therefore, questioning and challenging others' thoughts or testing personal hypotheses is discouraged because it disrupts personal happiness and social harmony (Chen et al., 2008; Thakkar, 2011).

Non-Western cultures have been accused of not fully grasping the concept of plagiarism (Gu & Brooks, 2008; Leask, 2006; Marshall & Garry, 2006). For example, cultural beliefs aligned closely with Asian cultures regard texts as shared and “owned by the whole society” (Mundava & Chaudhuri, 2007, p. 171). This collectivist perception resonates with the teachings of Confucianism, which advocate for “open and broad access to knowledge as common heritage” (Shi, 2006, p. 265).

Pivotal to Confucian philosophy is the notion of the relational self in which the self exists only in relation to others, and for whom rules organize relationships into a hierarchical stratification that fosters social harmony (Aoki, 2008; Sun, 2008, Zhao & Biesta, 2011). In the concept of a Confucian collectivist consciousness, text ownership is not recognized. Rather, a text is only of value in a relational paradigm that reinforces the value of practical fundamental knowledge, desire for structure, diligence in work, and respect for authority (Aoki, 2008).

Within the Chinese education tradition, copying teachers or revered authority figures is encouraged as a modality to engage students' capacities to learn actively and guide the learning of virtuous behaviors (Aoki, 2008; Chou, 2010; Coopamah & Khan, 2011; Pennycook, 1996). In this way, a student demonstrates achievement by rote memorization and recitation of new information (Deng, 2011). This collectivist perspective of text ownership promotes an ethos of collective knowledge.

Shi (2006) articulated that some Asian students found the concept of plagiarism a cultural impediment because they had not encountered the term prior to coming to the United States. Additionally, some students noted that no equivalent word exists in their native language, and if they were aware of the word, the definition was different. Chinese cultural teachings view communication as a holistic process that regulates verbal interactions, makes one aware of his or her social standing, and supports the innate desire to maintain social harmony. This view of communication lends to controlled, implicit, and less challenging feedback than that seen in Western teachings (Chen, 2009a, 2009b).

In a context where communication is viewed as a holistic process, the authority of scholars is understood to extend to the written word (Pennycook, 1996). Qualitative narratives from Asian students put forth the belief that paraphrasing is plagiarism because rephrasing texts may not offer the same clarity or the student may not be able to state the original text effectively. Additionally, educational preparation among Asian students does not include writing essays; rather, these students engage in rote memorization and recitation (Pennycook, 1996; Tran, 2012, 2013). This educational view offers Asian students minimal opportunities to develop academic writing and language skills (Song-Turner, 2008; Stappenbelt, 2012). Therefore, less emphasis is placed on referencing because, in the Confucian tradition, text ownership is only of value in a relational paradigm.

Socratic Tradition

Based on Plato's descriptions, Socrates (469–399 B.C.E.) is regarded as the father of Western philosophy and is known for the Socratic dialogue. In Plato's accounts of these dialogues, Socrates questioned his and others' beliefs, assessed others' erudition, and respected self-generated wisdom. In doing so, he used a method of objective inquiry (wonder) and posing doubt (hypothesis) to pursue a broader and deeper understanding and develop the skills to recognize and question established modes of thought (dismantle and examine). Socrates' method further encouraged individuals to question their own habits of mind and to accommodate new knowledge (Copeland, 2005). Thus, education was not understood to increase knowledge, but rather to deepen it (Knezic, Wubbles, Elbers, & Hajer, 2009).

Socrates held to the belief that schooling is the process of questioning scholars in order to think individualistically, which, he believed, is more vital than getting the right answers (Copeland, 2005). The methods Socrates used to teach this technique included lecture (knowledge), guided practice (skills), and the Socratic seminar (dialogue). Strategies for implementing the Socratic seminar vary in the United States and include Socratic questioning, Socratic case method, Socratic dialogue, and Socratic circles. Despite their variance, they are all modified from the “principles and methodology of Socratic seminars started in the 1920s” (Copeland, 2005, p. 9).

Western education tradition. The influence of Socrates’ teachings on Western education is reflected in the use of critical inquiry based on mental skills, critical thinking, and discourse to establish truth achieved through communication. Essential to each of these components is the exchange of ideas, which suggest “critical discussion and debates are hence emphasized and valued” (Kühnen et al., 2012, p. 60). To develop the mental skills to think critically, habits and character traits must be learned and developed. Therefore, Socratic education is predicated on the belief that truth is outside of the self. Knowledge is attained through questioning, reflection, and evaluation of personal understanding by engaging in debate and communication (Aoki, 2008; Wu, 2011).

Socrates believed that only through critical discourse, wherein constituents abide by the rule of logic, could the truth be revealed (Kühnen et al., 2012). Students are encouraged to discuss and question peers’ and authorities’ beliefs, formulate and test their learning, and integrate new knowledge (Aoki, 2008). Thus, education in the West is an ongoing learner-directed process of clarifying and validating one’s position through

reflective thought that is compatible with a collective understandable world (Boghossian, 2006). More importantly, discourse may facilitate the development of strategies for understanding, evaluating, and learning, which require linking new and prior learning or experiences and encouraging the use of higher-order thinking to resolve discrepant concepts. These activities lead to the acquisition of new knowledge that is, to some degree, self-made. Thus, the Socratic education tradition focuses on critical thinking and active discourse about one's beliefs and wisdom that goes beyond the obvious. The central learning viewpoint is that of doubt and an inclination for provoking thought with contrasting interpretations on content, regardless of one's social status.

Confucian and Socratic Education Tradition Comparison

Higher education is pressed to meet the demands of a student population that is becoming more diverse. When considering students' needs during program and policy development, higher education institutions must address culture as an influential factor in learning (Coopamah & Khan, 2011). A significant issue is the varying perceptions of plagiarism between Western and Eastern cultures. Specifically, Western cultures view plagiarism as a negative practice that uses another's idea as one's own. Conversely, in the Confucian tradition, using another's ideas is encouraged because ideas are "owned by the whole society" (Mundava & Chaudhuri, 2007, p. 171). In contrast to student working in the Socratic tradition, students of the Confucian tradition who question or challenge the ideas of authority by proposing their own may be seen as disrupting personal and social harmony.

Table 1 compares the Socratic and Confucian views of reasoning, decision-making, and relationship as they relate to learning styles. Concerning reasoning, the Socratic view takes an empiricist approach which stresses the importance of experiences and evidence. Conversely, the Confucian view takes an intuitive approach which can be considered a reflective process that relies on the senses. Concerning decision-making, the Socratic view is individualistic in that one's decisions are his or her own. On the other hand, the Confucian view regards decision making as a collective effort which supports the concepts of societal collectivism and conscientiousness (Aoki, 2008; Confucius, 479 B.C./1979; Littlejohn, 2010; Tu, 1996; Wu, 2011). Finally, the Socratic approach views relationships as constructive while the Confucian approach views them as hierarchical. Table 1 was developed based on the synthesis of Confucian and Socratic Education Traditions.

Table 1

Socratic and Confucian Learning Styles

Characteristic	Socratic	Confucian
Reasoning	Empiricist	Intuitive
Decision making	Individualistic	Group
Relationships	Constructive	Hierarchical

Note: Information I used for this table was synthesized from Aoki (2008), Confucius (479 B.C./1979), Littlejohn (2010), Tu (1996), and Wu (2011).

Implications

Higher education is in the midst of an evolution to serve a mobile divergent student population more effectively. A case in point is the institution I selected for

research, which has seen a 46.6% increase in Chinese international students over the past 3 years (ISO, personal communication, August 28, 2013). As students from historically, politically, and socially diverse backgrounds engage in higher education, they affect the institution and community. Academic integrity is understood as a bedrock of U.S. education. This diversity and students' working knowledge of plagiarism, which may differ from Western academic principles, reveals a scholarship, learning, and teaching disconnect (Culwin, 2006; Sowden, 2005; Stephens & Nicholson, 2008).

Comprehending the attributes of the process of acculturation of this international student population can aid in the development of appropriate systems that support students as they transition through stages of adaptation to new cultural expectations. The findings of this study provide a framework for which faculty can model and mentor students on Western academic practices. Finally, the findings offer strategies to help academic advisors, faculty in language and cultural training departments, and staff in the ISO incorporate plagiarism resources on campus to accustom Chinese international students to a Western academic ethos, and help them apply these norms to their course work, assessments, and papers.

The findings of this study may encourage faculty to review and change current scholastic and teaching practices which, in turn, may lead to new student learning opportunities. With possible adjustments in best practices for faculty, Chinese international students may develop broader understandings and working knowledge of faculty and institutional expectations regarding Western academic integrity and misconduct in general, and plagiarism in particular. In addition, the university

administration can use the current findings as a basis to review related policies and procedures. Based on the findings of this research study, a shift in perceptions and views may occur and create social change by reducing academic plagiarism within the academic community.

Summary

Incidences of plagiarism in higher education are influenced by implicit beliefs, traditions, practices, and purposes (Sowden, 2005). Of importance for this study are the differences “in epistemological basis” (Li, 2003, p. 146) of Chinese international students and faculty members from the Western education tradition. Western educational culture believes that plagiarism involves using another’s thoughts and ideas as one’s own and not giving due credit. Eastern educational culture supports a Confucian philosophy in which students are transformed by imitating the words, rites, or etiquette of a learned teacher; therefore, copying another’s work is seen as part of the process of becoming virtuous and self-perfecting (Aoki, 2008; Tweed & Lehmann, 2002; Li, 2003; Pennycook, 1996).

This study examined the constructs of plagiarism using Bandura’s (1986) SCT, intercultural adaptation theory (Kim, 2001), and neutralization theory (McCabe, 2001). SCT maintains that learning is achieved through observation, imitation, and modeling (Bandura, 1986), while intercultural adaptation theory suggests the exchange of cultural features between individuals from diverse cultures (i.e., acculturation) (Kim, 2001). International students learn the Western academic culture by observing others (e.g., native students and faculty) and all stakeholders are influenced by the exchange of cultural features as they modify original cultural patterns (Bennett, 1986; Berry, 2005;

Byram, 2008; Kim, 2001). Further, neutralization theory focuses on students' abilities to comprehend and evaluate whether specific conduct is acceptable (McCabe, 2001).

However, because this theory does not include mechanisms through which behaviors developed, this theory was used here as background context.

I applied an ecological perspective to examine plagiarism in terms of the environmental influences and students' actions and used faculty and student interviews for my data. This approach is different from psychological and sociological approaches to plagiarism research because the ecological perspective can be used to advocate a new system or adaptive approach to examining plagiarism among Chinese international students. Section 2 offers a detailed overview of my research methods.

Section 2: Research Method

Introduction

In Section 1 I discussed the problem and shed light on the different educational cultures of Western and Eastern traditions. Consequently, I noted a need for understanding perceptions and beliefs regarding plagiarism among Western faculty who work with Chinese international students. My intent was to use the findings to create a climate that promotes and supports greater understanding of plagiarism within the selected university. To achieve the goal of this study, I applied a qualitative research method.

Qualitative Research Design and Approach

Qualitative research is a process that begins with an interest or overarching question and a framework that is loosely based on theory and involves a problem that evolves through purposeful inquiry and the collection of data in a natural setting (Creswell, 2012; Glesne, 2011; Merriam, 2009; Suter, 2012). Schwandt (2003) posited that qualitative investigation is more inclusive than any philosophy, methodology, or social theory when used as the focus of social-scientific criticism. I analyzed the data to determine whether any evidence-supported themes emerged that addressed the research inquiry (Glesne, 2011; Merriam, 2009). In reporting findings, I use a rich description that includes participants' statements to explicate noteworthy findings (Creswell, 2012; Glesne, 2011; Merriam, 2009).

Qualitative research is conducted in a natural setting “where researchers ask broad research questions designed to explore, interpret, or understand the social context and

where participants are selected through nonrandom methods based on whether the individuals have information vital to the questions being asked” (Lodico, Spaulding, & Voegtler, 2010, p. 277). Accordingly, this qualitative case study allowed me to investigate faculty and Chinese international students’ perceptions and beliefs related to Western notions of plagiarism. I applied a qualitative case study design using interviews, published processes, and course syllabi to determine faculty and Chinese international students’ perceptions of Western notions of plagiarism at a private 4-year university in the midwestern United States.

A qualitative case study design was appropriate for this topic because it (a) was of interest for the local context of this study, (b) addressed a specific issue, and (c) aimed to provide insight into the considered issue (Creswell, 2012). Integrating data from multiple resources, augmenting it with thick descriptions to reflect the lived experiences of participants, and communicating multiple realities of a single issue allowed me to assemble a more complete picture of academic plagiarism (Merriam, 2009).

Selection of Participants

This study was designed to investigate and develop an understanding of the perceptions of and beliefs about the Western notion of plagiarism by Chinese international students and Western faculty. To achieve the expressed goal, I needed to explore Chinese international students’ and faculty members’ current understandings of and experiences with plagiarism. Therefore, I used a purposeful sampling to select eight Chinese international students enrolled full-time and eight faculty members who were current or past teachers of Chinese international students at the selected university.

Student selection. A convenience sample of eight Chinese international students was selected to meet the following sampling criteria: (a) participants “attained the legal age for consent to treatments or procedures involved in the research, under the applicable law of the jurisdiction in which the research will be conducted” (Protection of Human Subjects, 2009, para. 45); (b) participants had studied full-time in a undergraduate, graduate, or professional program at the selected institution for at least one semester; and (c) participants had a declared major.

A total of 10 students volunteered to participate in the study. I selected eight of the 10 students based on the dates and times of their email responses to my request for volunteers.

When I met the potential participants for the interview, I reviewed the demographic survey and requested that they complete this portion of the data collection (see Appendix E). I used demographic data to summarize the overall sample and size of subgroups (e.g., gender, undergraduate/graduate, major). In the end, six male and two female Chinese international students participated in the study. Out of the eight participants, six were undergraduates and two were graduate students enrolled in engineering, business, or education degrees (see Table 2).

Table 2

Student Demographic Survey Summary

Number of Volunteers	Gender	Undergraduate/Graduate	Major
Student 1	Male	Graduate	Business
Student 2	Male	Undergraduate	Engineering
Student 3	Male	Undergraduate	Engineering
Student 4	Male	Undergraduate	Engineering
Student 5	Male	Undergraduate	Engineering
Student 6	Female	Undergraduate	Business
Student 7	Male	Undergraduate	Engineering
Student 8	Female	Graduate	Education

Faculty selection. I selected a convenience sample of eight full-time faculty members using the following criteria: (a) they have taught or currently teach Chinese international students and (b) were from a variety of academic disciplines. I recruited potential faculty participants through institutional email with a personalized letter of invitation (see Appendix F) explaining the purpose of the study and asking for their participation in individual interviews. A total of eight faculty members volunteered to participate in the study. As part of the orientation to the research project, I reviewed the demographic survey with these participants and requested they complete this survey (see Appendix G). I used demographic data to describe the sample structure (e.g., gender, having taught or currently teaching Chinese international students, and their department). Four faculty participants were male and four were female. All faculty members that

participated in the interviews had previously taught Chinese international students and three of the eight were currently teaching Chinese international students. As shown in Table 3, three participants represented departments in engineering and education, one in communications, and one in psychology.

Table 3

Faculty Demographic Survey Summary

Number of Volunteers	Gender	Have Taught/Currently Teaching	Department
Faculty 1	Male	Have Taught	Psychology
Faculty 2	Female	Have Taught	Education
Faculty 3	Male	Have Taught	Communication
Faculty 4	Female	Have Taught	Education
Faculty 5	Female	Currently	Education
Faculty 6	Male	Currently	Engineering
Faculty 7	Male	Currently	Engineering
Faculty 8	Female	Have Taught	Engineering

Participant Recruitment Procedure

To gain access to participants, I submitted an application to Walden University's Internal Review Board (IRB). I also requested permission from the proposed research site to access and interview selected participants and to access needed documents. I provided the ISO with an email explaining the research project and the letter of invitation (see Appendix D). This office sent the email to Chinese international students. I recruited potential faculty participants through institutional email with a personalized letter of

invitation (see Appendix F) explaining the purpose of the study and asking for their participation in individual interviews.

As part of the letter of invitation (see Appendix F), all participants were informed that their answers would be confidential and each participant would be assigned an identification code. Potential participants were asked to indicate their interest in participating in the study via email by a given deadline. All interviews were scheduled at a mutually agreed upon time. Student interviews were conducted in the library on the main campus in a private study room. Faculty member interviews were conducted in their offices on campus. A reminder telephone call was made the day before the scheduled time to confirm the interview time and location.

Informed Consent

Before beginning the interview process, I reviewed the demographic survey with potential participants (see Appendices E and G). If they met the participant criteria, I asked these individuals to review the informed consent form (see Appendices J and K). I asked all participants if they consented to having the interview digitally recorded. I also explained the purpose of the digital audio recording and of the management of the digital audio recording. All participants were informed that the interview would take between 50 and 60 minutes to conduct. I also informed all students and faculty members that participation was voluntary and that they could end the interview at any time. To conclude, I informed participants that their participation would have no effect on their relationship with the university and requested they sign the informed consent form.

Establishing a Researcher-Participant Working Relationship

In this research, I used a qualitative case study inquiry strategy because I wanted to gain insight into perceptions that underlie and influence behavior. As a result, this qualitative case study inquiry focused on (a) procedure, comprehension, and value; (b) the research as the principal catalyst of data collection and analysis; (c) inductive reasoning; and (d) outcomes that are thoroughly illustrative (Merriam, 2009). The purpose of this qualitative case study was to gain a better understanding of Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism in American universities that may influence these views. Therefore, I gathered data from various resources to construct themes and tentative postulates.

To create a connection between the interviewer and interviewee, I considered both the language and overall communication processes conveyed (Merriam, 2009). I have worked with diverse communities and felt comfortable recognizing differences of contextual language that may exist among Chinese international students. Kvale and Brinkman (2009) proposed that those from other cultures might interact with the “initiative, directness, [and] modes of questioning” (p. 145) by using a different set of customs and rules. Consequently, I paid specific attention to creating a comfortable open environment during the interviews.

I engaged in active listening, provided wait time to allow participants to think and respond, and made inquiries in a nonthreatening manner to promote interchange and cultural understanding. All these measures created a safe, collaborative, and relaxed

environment, encouraged questions and sharing of cultural knowledge, and helped me as the researcher develop an understanding of participants' perspectives. The environment created stems from the power dynamic that exists between the interviewer and interviewee; therefore, the interviewer is required to maintain a neutral stance to participants' knowledge and positions (Merriam, 2009). Thus, I was sensitive to any power shift that could have occurred during the interviews.

Measures for Ethical Protection of Participants

During the one-on-one interviews, I took the necessary steps to address ethical practices including my role in the research, respect for the research site and fellow participants, mutual benefit, ethical interview practices, confidentiality, the ability to opt-out of the study at any time, and commitment to collaborate with participants.

Participants were also provided this information in a letter (see Appendices I and J).

At the time of this study, I had been employed at the proposed research site for 9 years, first as an adjunct professor, then instructor, and then as an assistant professor with the Department of Liberal Arts and Education. I also served on campus committees and functioned in administrative capacities. As an assistant professor in the College of Education teaching education and special education method and pedagogy courses, I had no direct or indirect working relationships with study participants who are majoring in business or engineering. Additionally, my committee work is in a leadership administrative capacity as a faculty representative overseeing the Language and Cultural Development Department, which involved no student or faculty contact. Additionally, I did not manage any faculty members who participated in this study.

I explained to all participants that the interviews would be audio recorded. I checked the audio recorder before each interview to ensure that it worked. By using the digital voice recordings, I was able to transcribe participants' responses verbatim and review transcripts for accuracy and clarity of meaning. I also discussed with participants the commitment to protect their anonymity, and I provided an overview of the data to be collected in a copy of the consent form (see Appendices I and J). I also explained the steps taken to ensure benevolence and no harm.

Storing Data

All collected data were placed on a password-protected external hard drive and locked in a file cabinet in my office; I had the only key. All data and artifacts will be destroyed 5 years after the research and publication of this doctoral project (Creswell, 2012).

Data Collection Procedures and Instruments

Researchers often use more than one method to collect data when conducting qualitative research (Creswell, 2012; Lodico et al., 2010). Lincoln and Guba (1985) concluded that multiple measures of the same observable data could be used to triangulate findings. Qualitative forms of observable data may be categorized into observations, interviews/questionnaires, documents, and audiovisual materials (Creswell, 2012; Glesne, 2011; Merriam, 2009). The qualitative data collection methods that best addressed the guiding questions in this study included interviews (i.e., one-on-one), documents (i.e., published processes), and course syllabi. These data sources served to

obtain an essence of Chinese international students' and faculty members' experiences with plagiarism.

Interviews

I conducted one-on-one interviews to collect data to address the research questions. To understand the views and experiences of plagiarism among Chinese international students and faculty, I used self-designed interview protocols for each participant group (see Appendices H and I). I relied on the use of these interview protocols during data collection to ensure a consistent mix of structured and unstructured queries and probes for all participants.

The use of one-on-one semi-structured interviews is well suited for qualitative research as it uses prearranged, flexibly worded questions aimed to elicit provisional answers to the research questions. This interview structure also creates a climate to ask follow-up probes that delve deeper into the topics of interest (Kvale & Brinkmann, 2009). In this way, interviewees engaged in the semi-structured interviews can express their personal perspectives of the topic, rather than exploring the topic from only the researcher's perspective (Creswell, 2012).

Interviews lasted between 50 and 60 minutes, and they provided an opportunity to speak directly with participants and learn about their experiences firsthand. I recorded and transcribed the interviews to prepare for data analysis. The digital voice recording and transcribing process was accomplished using an Olympus WS-821 digital voice recorder and a word processor.

Student interviews were conducted in the library on the main campus in a private study room. Faculty member interviews were conducted in their offices on campus. The interview settings were configured with the interviewer and interviewee sitting across from each other. Upon arrival, I reviewed the purpose of the study, confidentiality, and the ability to opt-out of the study at any time. I also asked participants if they had any questions before the start of the interview.

Before each interview, the voice-activated digital recorder was tested several times for voice recognition, tone, pitch, and pronunciation of words for each interviewee's voice to ensure quality recordings. Once each interview was completed, the digital voice recorder was connected to my personal laptop and the interview was downloaded and converted to an external hard drive as a MP3 file. The interviews were transcribed verbatim, and I conducted a data check by comparing the recorded interview data and the transcribed data for accuracy.

Documents

Documents related to plagiarism used in this study included syllabi from faculty participants and institutional processes on plagiarism retrieved from the institution's website. I reviewed the syllabi of faculty members that participated in the study to collect evidence of expected standards of academic integrity. Additionally, I examined institutional processes on plagiarism to provide insight when making comparisons between participants' views and experiences with plagiarism and university accepted positions on this topic. The syllabi and institutional processes were produced before this research proposal began. As such, these documents provided tangible records of the issue

and material that could not be observed and might not have surface in interviews (Creswell, 2012; Lodico et al., 2010).

Data Analysis Methods

In qualitative research, the progression of data collection and data analysis is “recursive and dynamic” (Merriam, 2009, p. 169). The data collection and analysis sequence was structured to bring together all data—interview transcriptions and documents (i.e., published processes and course syllabi)—in an organized and easy to retrieve database. I reviewed the data continually for emerging patterns and themes that illustrated the phenomena under study.

Qualitative data were analyzed using six interrelated steps beginning with storing and transcribing the data. The next step was to engage the data through several readings of the transcripts. I employed a coding process to identify text segments and assign code labels. I then grouped these codes together to form comprehensive themes that were used as key findings and use both the themes and their associated codes to create a narrative of the central phenomenon of the study. Based on the analysis, I represented the themes through graphics (e.g., figures, tables, maps) and a rich descriptive discussion of the themes. The graphic representations and descriptive discussion were then used to develop a broader interpretation of the findings (i.e., general conclusions), and make comparisons to the literature, as well as to suggest limitations and future research. Finally, I used triangulation to check the accuracy of the findings (Creswell, 2012; Glesne, 2011; Merriam, 2009).

Coding Procedures

Coding the verbal data. Recorded interviews were downloaded into a .wav file and transcribed verbatim immediately following each interview. In reviewing the transcriptions, I identified patterns and themes using Microsoft Word to color code and label data. I also added personal comments throughout the transcriptions for analysis and reporting purposes.

Creating a matrix. Data were organized in an Excel matrix (Geisler, 2004). Column headings identified codes and themes. Each row represented comments from individual interviews. Data in each cell were entered as appropriate for the themes for each column. I used the final column to include a brief case summary of each interview (Miles & Huberman, 1994).

Searching for patterns. After populating the Excel matrix with the verbal data, I detected patterns in the coded data by reading across the rows horizontally to determine patterns within an individual participant's interview. Reading down the columns vertically, I determined patterns across participants' responses.

Data reduction. Data reduction occurred as I identified patterns within the Excel matrix. Similar responses were grouped into like categories or themes. Outliers were marked and discussed as necessary. I reviewed the verbal data to identify all patterns and establish logical links to answer the research questions.

Trustworthiness

To ensure that they results are trustworthy, I used Lincoln and Guba's (1985) four components to establish trustworthiness—credibility, transferability, dependability, and confirmability as guides.

Credibility

I used the researcher credentials and triangulation of the data as strategies to promote credibility and ensure that all data were collected and recorded accurately.

Researcher credentials. The first component in establishing trustworthiness was to address credibility by clarifying researcher bias. Because of my advanced degrees in special education and counseling psychology, work in public education servicing the special education population for 30 plus year, faculty member on the oversight committee for the Language and Cultural Training Department, and my current position as an assistant professor in the Department of Liberal Arts and Education, I hold a degree of expertise about the content being studied. Possessing this knowledge imparted a level of predisposition and bias. Therefore, it was essential to acknowledge the existence of this potential bias and set it aside to be a good listener and create and maintain open communication with participants.

Triangulation of data. Various sources were used to establish triangulation of the data and develop meaningful conclusions. I analyzed the aggregate data from the interview responses located in the Excel matrix and institutional documentation. In addition, I used interview protocols, conducted member checks with the participants

reviewing the findings for accuracy, and used an audit trail to establish credibility and validity and mitigate researcher bias.

Transferability

Merriam (2009) affirmed that transferability “is concerned with the extent to which the findings of one study can be applied to other situations” (p. 223). Lincoln and Guba (1985) advocated that the researcher is responsible to provide rich descriptive data about the information-gathering process to enable the reader to develop conclusions. They also asserted that the researcher has knowledge of the transmitted framework; however, the researcher is unable to make transferability corollaries. To provide readers with a standard to construct a comparison, I used rich descriptions of the institution and location, sampling strategy, number of participants, data collection methods, length of data collection sessions, and time period when data were collected (Shenton, 2004).

Dependability

Dependability refers to whether the procedures and processes to collect and report data can be understood logically and followed, thereby enabling the study to be replicated (Lodico et al., 2010). I used rich descriptions, operational details of data collection, and reflective evaluation of the project to allow readers to develop a systematic understanding of the methods and their efficacy (Shenton, 2004). Additionally, participant interviews were audio recorded on two recorders, transcribed verbatim, and member checked for accuracy.

Confirmability

Confirmability is to qualitative research as objectivity is to quantitative research (Shenton, 2004). To create and maintain a state of impartiality, I described the chosen methodology for systematic tracking of conclusions and processes in detail. Embedded in the methodology section was the rationale for choosing the methods and an explanation that ruled out other methods.

Figure 1 illustrates the process of data collection, reduction, and reconstruction that allowed me to draw conclusions based on participants' experiences and viewpoints "rather than the characteristics and preferences of the researcher" (Shenton, 2004, p. 72). Triangulation of data was used to promote confirmability and reduce the potential for researcher bias.

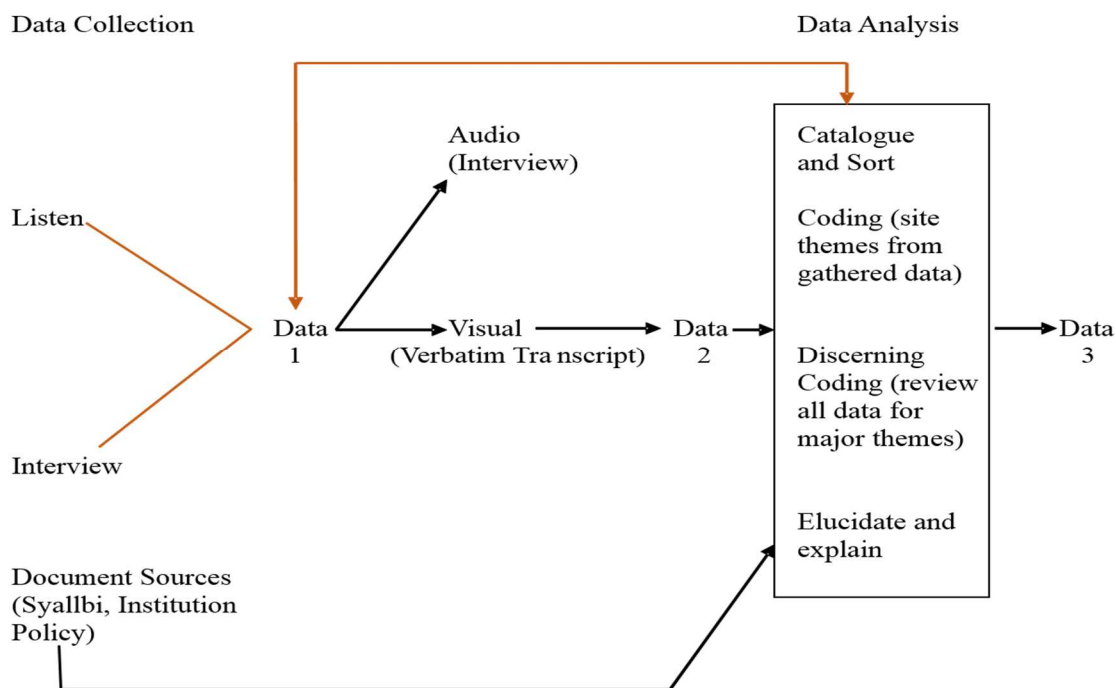


Figure 1. Collection and analysis process (Ellen, 1984).

Conclusion

This research applied a qualitative case study methodology to provide insight into faculty and Chinese international students' views of plagiarism. While phenomenology and grounded theory designs were considered, they were not chosen because the purpose of this research was to create a deeper understanding of a bounded system, which did not fit with these alternative designs.

I used a convenience sampling strategy to select 16 participants: eight Chinese international students and eight faculty members. Prior to participant selection and data collection, I applied to Walden University's IRB and requested permission from the selected university. To ensure validity and reliability, I used triangulation with the interview transcripts and institutional documents to foster trustworthiness.

Following data collection and analysis, I reported the findings and discussed resources and existing supports, potential barriers, and roles and responsibilities of student and others. Based on the findings of this qualitative case study, I offer recommendations for the selected university in terms of academic behavior and future research. Finally, I discuss implications for social change at the local and global levels.

Findings

The purpose of this qualitative case study was to gain a better understanding of Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism in American universities that may influence these views. To accomplish this objective, four research questions guided this study. The first research question guiding this study was, "How do Chinese international students

interpret and apply the Western concept of plagiarism as practiced in the preparation of graded assignments and exams?” Findings suggest that Chinese international students understand the concept of Western-based plagiarism. However, variations exist in how plagiarism is operationalized in the graded assignments and exams. This finding offers one explanation to the differences seen in students’ and faculty members’ views of and experiences with the Western-based concept of plagiarism

The second research question was, “How do U.S. classroom practices and institutional processes influence Chinese international students’ views of and experiences with plagiarism?” The data suggest that both Chinese international students’ and U.S. faculty’s views of Western-based plagiarism are similar. This finding reiterates the belief that individual, behavioral, and environmental dynamics influence one another. Therefore, individual dynamics have a reciprocal effect on individuals. It could be conjectured that ongoing direct contact (i.e., acculturation) between Chinese international students and U.S. faculty might influence views and experiences with plagiarism.

The third research question was, “How do faculty members describe their experiences with Chinese international students’ interpretations and uses of Western concepts of plagiarism and the circumstances that may contribute to that understanding?” The data collected from faculty indicated cultural differences grounded in language and seeking to understand the new culture (e.g., academically and socially). Such differences could influence Chinese international students’ use of Western concepts of plagiarism and understanding. As discussed, Confucian tradition encourages the use of other’s work freely because ideas are “owned by the whole society” (Mundava & Chaudhuri, 2007, p.

171). Therefore, where the Western tradition supports the use of citing one's work, Chinese international students may have difficulty understanding this concept as it is not one supported in their home culture.

The fourth research question guiding the study was, "In what ways are the perceptions of plagiarism of U.S. faculty and Chinese international students alike or different? Interview data collected from student participants indicated that their difficulties with plagiarism could be linked to issues of clear instruction, lack of understanding, and lack of ability to apply principles of institutional policies and rules. Data from faculty participants suggested that they thought cultural differences grounded in language and in seeking to understand the new culture (e.g., academically and socially) could influence Chinese international students' use of Western concepts of plagiarism and understanding. In the comparative analysis of student and faculty participants' interview data, I discovered a clear disconnect between students' views of plagiarism, the faculty instruction on plagiarism, and their expectations of students' being able to apply their instruction. Again, considering the cultural differences in the idea of plagiarism, faculty members may need to become more culturally aware and develop more culturally relevant instruction to help these students understanding the differences in the concept of plagiarism.

The qualitative data collection methods included interviews (i.e., one-on-one), documents (i.e., published processes), and course syllabi. Individual interviews were conducted to explore the research questions from a purposeful sampling of eight Chinese international students enrolled full-time and eight faculty members who were current or

past teachers of Chinese international students at the selected university. Congruent with the principles of qualitative research, I examined the data to find patterns that would facilitate my understanding of participants' views on, thoughts about, and experiences with the Western-based concept of plagiarism.

Through coding and data synthesis, patterns revealed broad topics (e.g., conceptual aspects of Western-based plagiarism). By combining related topics, themes and subthemes emerged. I present a discussion of the findings and conclusions based on the guiding research questions by describing the themes and subthemes that originated from the understandings and experiences of the research participants. These findings are supported by verbatim quotes from participant interviews.

Themes and Research Question Alignment

The ensuing paragraphs categorize and examine the three themes (Western-based plagiarism contextualized, plagiarism ethos, and divergences in the academic cultural systems) that emerged from the data using the research questions as a guide. The three themes are further separated into three subthemes that conceptualize and articulate the application of the Western-based concept of plagiarism as viewed by participants (see Table 4).

Theme 1: Western-Based Plagiarism Contextualized

The first theme, Western-based contextualized plagiarism, suggested a framework based on participants' perceptions of plagiarism, which addressed the purpose of the study to gain a better understanding of Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism in

American universities that may influence these views. This theme incorporated participants' descriptions of the meaning or qualities of plagiarism, variations in word-based performance practices, interpretations of plagiarism, and the operationalization of plagiarism. The interview questions were guided by the underlying RQ1.

Table 4

Themes and Sub-themes in Participants' Understanding of Plagiarism

Themes/Subthemes (Topics)	Descriptors
Western-Based Plagiarism Contextualized	
Meaning of plagiarism	Description of the meaning or qualities of plagiarism
Classifying plagiarism	Variations in word-based performance practices; interpretation of plagiarism
Constructs of plagiarism	How it is operationalized
Plagiarism Ethos	
Stealing/copying/cheating	Forms of indiscretion counter to the goal/resolve of education; unmerited credit; lack of honesty/integrity
Ethics	Personal principles, values; character, and professionalism
Property rights and originality	Intellectual property; copyright; conceptual and application role of originality
Divergences in the Academic Cultural Systems	
Instructional practices	Class discourse; grading practices; use of anti-plagiarism software; University plagiarism policies; Instructor's policies
Cognitive dissonance in practice	Culture; collaboration; using classmates work without citing; views of plagiarism; non-textual (e.g., images, art, and media); instructor's style
First-hand experience	Personal experience of plagiarism

Student perspective. All student participants were asked about their current understanding of the concept of plagiarism and what plagiarism meant to them. I also asked questions about what they did to ensure that they did not plagiarize and to provide examples. All participants' definitions expressed that plagiarism involved the use of someone else's words, ideas, or works. However, how students have defined plagiarism suggested three different perspectives. For example, two participants viewed plagiarism as not "cite [sic] others' words and sentences," or not "use [sic] someone's idea." Three participants characterized it as "copy [sic]." While another three participants identified plagiarism as "steal [sic]" or "cheat [sic] words, ideas, or work." Despite the differences in the terms used to define plagiarism, students offered a broad view of plagiarism.

Comprehending or interpreting the definition of plagiarism on prior learning is not the same as using composition or written practices to complete a task given the variability contained in the category of plagiarism. All student participants expressed a basic understanding of specific written practices that compose plagiarism. For example, Student Participant (SP) 8 explained,

If you want to use someone's idea you should have the quote, or at least put the name at the end of the [sentence] as your rephrase...If you don't use the [citation] as the reference at the end of your paper, it will be plagiarism.

In contrast, SP 7 described written practices as follows: "If I write a, a book, so other people cannot copy it. And if others want to use it she or he should write my names." Alternatively, SP 1 depicted the conventions guiding source use as, "follow the steps to, to cite others words and sentences." Although participants were able to interpret

word-based acts and structural practices to prevent plagiarism, the absence of application and analysis of textual practices is significant.

Notwithstanding the many meanings or qualities and interpretation in word-based practices of plagiarism, variation existed in how plagiarism was operationalized in the academic cultural system. Participants recounted differences in definitions, written practice customs, and instructional practices among instructors, departments, and across the institution concerning plagiarism and responses to plagiarism. For example, SP 2 explained such varied expectations:

Their teacher told them if they're gonna cheat or not be honest on your exam or quiz. They're gonna get a zero for their score on the quiz or test. But our teacher doesn't say anything about that. Because maybe, he or she think it's not this.

Further, SP 4 reported variations in how plagiarism was addressed and responded to:

First, almost every professor puts this into the syllabus and they tell us that if you copy out of published work you are to cite and use reference. That's what they tell us. And actually sometimes it happens. I have the opinion that some students work together and professor already warned them. But the professor would say, 'You need to redo, resubmit this. You need to do your own work. Submit again'. Then say to the class, 'I already found out some of you have the same results. You have copied or something. You need to redo. If you do not redo, I will give you a zero grade'.

Additionally, SP 6 explained plagiarism as follows:

I remember it in my first or two years my professors begin, with reading the syllabus out loud. No, not a lot of the professors actually explained plagiarism to me. They would just read from the syllabus. They don't, do that now. Now that I know my professors they are explaining plagiarism. I found this change began after a few years. I think at the beginning of every time they explain this....it makes it clearer. And yeah, I think some professors bring the librarians to us, and the librarians explain what the plagiarism is.

Faculty perspective. All faculty participants were asked their definitions of plagiarism. All eight expressed that plagiarism was using someone else's words, ideas, or works as one's own work without citations and references. Three of the eight faculty differentiated their definitions by including taking "another person's work in whole or in part, and calling it your own"; "claiming a body of work as your own when in fact it is not"; and "anytime, in a significant way, you try to take credit for the ideas or work of someone else".

Syllabi. All faculty participants referenced plagiarism in their course syllabi or addressed the topic during the first few weeks of the semester. Both the College of Liberal Arts and Education and the College of Engineering published syllabus format guidelines. The College of Liberal Arts and Education guidelines specified that faculty include "a statement of, or link to, relevant university or college policies or procedures such as mission statements, disability support services, and academic integrity standards" (Mantzopoulos, 2015, para. 13).

Institutional processes. The institution required that all students adhere to the academic integrity policy published in both the Graduate Catalog 2014-2015 and the Undergraduate Catalog 2014-2015. Both catalogs are available to students on the university website. According to this policy,

Instances where academic misconduct occur include, but are not limited to, falsification or misrepresentation of material used in the admission process, presenting the work of others as one's own, theft, plagiarism and cheating...Students are required to familiarize themselves with the specific protocols of their school or college, available in each respective Dean's office or Academic Policy Handbook (████████████████████, n.d.)

Theme 1 Summary

The theme Western-based contextualized plagiarism focused the key subthemes of (a) meaning of plagiarism, (b) classifying plagiarism, and (c) constructs of plagiarism to better understand Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism. The findings suggest that Chinese international students understand the concept of Western-based plagiarism from several sources. Specifically, their understanding comes from course syllabi, in-services, faculty, and support staff (e.g., language instructors, librarians, tutors, and Writing Lab consultations). In addition, the findings support McCabe et al.'s (2001) conclusions that institutions set the atmosphere of integrity through academic programs and policies that promote integrity and discourage plagiarism. The findings also support neutralization theory (LaBeff et al., 1990; McCabe, 1992; Sykes & Matza, 1957), which holds that

people learn the values, attitudes, and performances through behaviors across the academic community.

Policies and procedures are available to students, faculty, administration, and staff on the university website and individual undergraduate and graduate college catalogues, evoking a decentralized focus at the research site. For example, a college may require students to review the plagiarism policy and acknowledge that they have read and understood the policy. A college might also require faculty to include an explanation of plagiarism and discuss this policy within the first few weeks of the semester. This decentralized approach contributes to the lack of conformity across disciplines when addressing issues of plagiarism.

Theme 2: Plagiarism Ethos

The second theme, plagiarism ethos, reflects how participants comprehended the fundamental and created characteristics of Western-based plagiarism. The theme integrated viewpoints of indiscretions that were counter to the goal and resolve of education, unmerited credit, lack of honesty and integrity, personal principles, values, character, professionalism, intellectual property and copyright, and conceptual and application role of originality. The interview questions were developed using RQ2 as the underlying guide.

Student perspective. One goal of the study was to gain a better understanding of Chinese international students' views of and experiences with the Western-based concept of plagiarism in American universities that might influence these views. As previously discussed, Western-based plagiarism is connected to the stealing of others' ideas and

writing, a belief based in the perception of authenticity, authorship, originality, and proprietorship of communication and thought (Leight, 1999; Pennycook, 1996; Scollon, 1994; Sutherland-Smith, 2005). Student that participated in the study intellectualized plagiarism in much the same way. To describe their Western-based plagiarism beliefs, three students used “copy,” one used “cheat,” while another said, “It’s like stealing.” Threaded through all of the interviews was that plagiarism was a violation of one’s character or principles. For example, SP 3 reported:

It’s kind of like you have to be honest. If you want success, you have to be, to be honest. And we have a class of politics, it also tell us you have to be honest with them. Parents are going to teach us too.

Additionally, SP 2 characterized plagiarism as a lapse of personal principles: “You didn’t think for yourself. You didn’t figure out by your own brain. And you just manually copy your number from other people, and the result is done by other guys.”

Beyond addressing plagiarism as a lapse of personal principles, three students articulated intellectual property. Concerning the ownership of work, SP 6 expressed, “If I write a book other people cannot copy it. And if others want to use it she or he should write my names.” SP 8 related plagiarism as the “use of some other information without permission.” Additionally, SP 3 conveyed, “It’s immoral, I think. It’s like steal others stuff, you know. Although it’s intangible property, it’s like stealing.” Regardless of the derivation and nature of plagiarism, participants generally regarded Western-based plagiarism as a breaking of principles.

Examining student participants' interview data from the Chinese cultural background revealed a separation between Western-based plagiarism and their native social structure. Confucian tradition shapes Chinese social structure and education as a concept of societal collectivism and conscientiousness (Aoki, 2008; Confucius, 479 B.C./1979; Littlejohn, 2010; Tu, 1996; Wu, 2011) that guides their worldviews to foster ideas that are "owned by the whole society" (Mundava & Chaudhuri, 2007, p. 171). This concept was evidenced in SP 1's response, "We don't have any sense of copyright."

Whereas, SP 3 rationalized the disconnect as:

It's a bad thing in our culture. But, the Chinese education system cares about the grade and about the result. So if people don't have the ability to achieve their goals they will use a shortcut, which is stealing, like plagiarism.

SP 4's explanation supported SP 3's view:

Our country has a very different view. A key factor is the relationship to people. We have more close ties between people than in the United States...But, in China, it is totally different. You need to keep very good relationship with your supervisors—the dean's office, the president, and other students. You need to keep and balance the relationship between all people. So, some people sometimes copy somebody's work. And you are very good friends with the director or he says, 'Don't tell other people. I know that you're good, but do not tell other people, because we are friends'. So it's the relationship in China that is more important than the United States. It's a different thing.

Comparing Western-based plagiarism and Chinese academic standard, SP 6 stated,

I think in China and America it's not the same. Because I think that maybe Chinese were okay sometimes. In Chinese, we may use five words to say something and it cannot change. So, in Chinese if you copy something. It's difficult to change, but in America or in English you can use lots of words and change it.

Finally, SP 8's evaluative synthesis represented the essence of student participants' views of Western-based plagiarism and Chinese societal collectivism and conscientiousness:

We don't really call plagiarism as plagiarism. We call it borrow someone's ideas, if you want to get a paper, like a research paper, use a lot of the scholar's ideas. We kind of like borrow ideas, we don't really say it's plagiarism in that way.

Faculty perspective. Faculty participants were consistent in their responses related to their perceptions of plagiarism. For example, Faculty Participant (FP) 5's view of plagiarism was: "Using the work of someone else, and not giving credit or appropriate attribution to the person who created that work originally." In contrast, FP 6 reported:

My classes are more problem solving, numerical based, and so, I tell them do their own work...my biggest problem is not so much plagiarism in terms of, taking outside sources, and claiming them as your own, as it is, copying off of, copying homework from someone else in the class.

FP 7 stated, "I expect their work to be done independently. I expect that students will learn key concepts through working together. But when it comes time to put something on paper, I expect it to represent their own work." The eight faculty participants related

their perceptions of plagiarism to the conceptual and application roles of doing one's own work and, if based on someone else's work, steps should be taken to give credit.

Consensus existed among faculty participants that the Chinese culture influences these students' abilities to transfer Western-based principles of plagiarism to their academic practices. Faculty also cited the competitive nature to be successful, be respectful toward authority, and work cooperatively as influential to students' academic behaviors. According to FP 2,

The highly competitive nature of their of their educational system, the fact that they are tested and, which college they get to attend is based on that exam, and they only get one shot at it...I think the other thing that influences it is the whole idea of saving face....I mean, they're, the way that they are taught to respect authority and not question.

FP 3 referred to how culture influences current practices and behaviors with the following explanation:

I think culture plays a big role...I also believe that the Chinese culture is one that inherently rewards using somebody else's work...There doesn't seem to be anything in that culture to dissuade people from doing that, and I think that plagiarism, stealing someone else's ideas is very similar to those things in its nature.

While FP 6 broadened the sphere of cultural influence in the following comment:

I have not studied the Chinese culture in depth. However, we have other faculty who has studied it more and a few who've actually gone to China on exploratory

trips....a couple faculty have gone over there to teach. Their reports included discussions of the culture and the difference between the view of sharing information and working together versus plagiarism. I mean from watching the news, there certainly has been lots of news stories over the years of copyright infringements and patent stealing and lack of intellectual, respecting intellectual property.

Theme 2 Summary

The theme of plagiarism ethos focused the key subthemes of (a) stealing, copying, and cheating; (b) ethics; and (c) property rights and originality. The findings suggest both Chinese international students and U.S. faculty views of Western-based plagiarism are similar in abstraction in that it may be a lapse in character or personal principles and in application in that the work is their own. In positing that both Chinese international students and U.S. faculty views of Western-based plagiarism are similar in abstraction and application echoes the belief that individual, behavioral, and environmental dynamics influence one another in a reciprocal fashion (Bandura, 1986). Therefore, in accepting that individual dynamics have a reciprocal effect on individuals, it can be conjectured that ongoing direct contact (i.e., acculturation) between Chinese international students and U.S. faculty will influence the cultural features of each group (Bennett, 1986; Berry, 2005; Byram, 2008; Kim, 2001). In as much as culture shapes behaviors, there exists limited analysis that distinguishes and relates assumptions of differences in culture to behaviors or work in the academic environment.

Theme 3: Divergences in the Academic Cultural Systems

The third theme, divergences in the academic cultural systems, points to how teaching and learning can be linked to quandaries of plagiarism. This theme integrates accounts of instructional approaches and learning of plagiarism, plagiarism policies, use of plagiarism software, and stories and personal experiences of plagiarism. RQ3 and RQ4 were underlying guides for the interview questions related to the third theme.

Student perspective. The interview data from all eight student participants drew attention to the teaching and learning of plagiarism. I asked participants about the extent to which faculty and course expectations were defined concerning subjects related to academic dishonesty. SP 1 described how some professors seemed to place the full responsibility for learning about plagiarism on the student. This participant illustrated how some professors addressed plagiarism in their class: “Some professors of our courses give a copy of the rule or tell us not to copy others directly. You have to write using a work cited page at the end of the article.” One participant (SP 3) described being instructed on how to avoid plagiarism, but could not remember being taught about it:

They told me, they told us, I know it is tough putting ideas in your own words, combining together, something like that. So, I know there is a system I must follow...I haven't done a lot of research about how it works.

One experience that SP 4 reported concurred with being informed about plagiarism, but not taught about it: “In my opinion, almost every professor put this part into the syllabus. They tell us that if you copy others personal work your chances are

great. That's what they tell us." SP 8 provided the point-of-view of being instructed on plagiarism during her 4-year experience:

I remember it in my first 2 years, classes begin with the rules being read out loud. Not a lot of the professors actually explained the plagiarism to me. Even just reading from the syllabus, not all did that. And now, I think my professors are doing this. I found this change begin after being here for 2 years. I think at the beginning of every semester they reinforce if I don't pay attention on this plagiarism, how big trouble I will have. So, now I think it makes it more clear. I think also some professors bring the librarians to us, and the librarians really explain what the plagiarism is... It helped me understanding plagiarism better. I don't think a lot of Chinese students still get the idea of the plagiarism because they don't think. They don't really understand how to even copy the formats like MLA or APA. If they don't use this properly, this can bring them big trouble.

To investigate further, I asked participants about ways in which faculty helped them better understand concerns involved with plagiarism. Two participants stated that faculty "tell a lot of examples" while another detailed that "in the first class, they, maybe will talk about plagiarism." Another participant expressed, "they bring the librarians" into class and they do a presentation. Two participants suggested faculty might use computer software to identify plagiarism and to help students understand plagiarism. Concluding, SP 1 stated, "They will look at our papers and use some program to put your article into and find where you got it—the source of the sentence." Additionally, SP 8 articulated a personal experience of being accused of plagiarism and how the situation was resolved:

I got a failed grade before because my professor told me I plagiarism, suggesting I had copied someone's idea. But I totally didn't. I didn't know why. The professor said they found the same ideas from another person...I tried to explain I turned my paper in online to check. I didn't find that I had a lot of high correlation with plagiarism. So, we actually maybe have a conflict but the professor didn't change their mind. And, I think what helps me understand this [plagiarism], is my experience in my grade.

Participants were invited to share their views on the extent to which institution policies and rules were defined concerning subjects related to plagiarism. Four participants expressed that they were not aware of an instructional policy governing plagiarism with comments as “No”; “I don't actually know about it”; “I don't know the regulation, whatever”; and “I don't as a concrete policy, but I know that it is unacceptable here.” Three participants expressed some understanding that there were institutional policies and rules by expressing, “I already familiar any institution policies”, we are “told if we did that [plagiarize], the paper won't be graded or you will be sent to the school and maybe they will give you some punishment.”

Faculty perspective. To address the guiding question how U.S. classroom practices and institutional processes influence Chinese international students' views of and experiences with plagiarism, faculty participants were asked how they described plagiarism to their students and what steps they took to ensure students understood issues related to plagiarism. Four faculty declared, “I tell them”; two faculty specified, “I describe”; one stated, “I talk with them”; and one indicated, “[I] give them some

examples.” All eight faculty participants stated that they described plagiarism to their students. However, when questioned on what steps they took to ensure students understood plagiarism, their answers revealed a range of practices. FP 1 indicated,

I always photocopy the entire CLAE plagiarism policy and the reporting procedures, and I pass that out, and ask them to read it...my putting it in the syllabus, discussing it in class with some examples. And then they are given the written policy.

Whereas, FP 8 specified,

I make them aware, first of all, why plagiarism, why academic integrity is valued in higher ED...how they treat themselves and how they treat the intellectual owner of what they're misusing. So, I talk about what's wrong about doing it. I also talk about the consequences. So, if you know, if you're caught in a situation, these are the kinds of things that can happen. I want them to know that there are consequences...making sure students understand what plagiarism is, and then making sure they understand what the consequences are and some suggestions on how to avoid it.

Two faculty participants stated that the steps they took to ensure students understood plagiarism was to teach them. For instance, FP 2 noted:

I go through and I teach them, and we do examples and we talk about them. And, I have given them examples of students, of course, not naming anyone, but former students of mine and issues they've had with plagiarism.

Similarly, FP 5 remarked:

Teach them how to use them, rather than assuming that they know. No matter where they are in the program or, you know, even if I'm in a class that should be at the end of their program. I still assume that they come into my class not knowing what APA is, and I have found that that stance has served me well.

To explore how faculty describe their experiences with Chinese international students' interpretations and uses of Western concepts of plagiarism and the circumstances that may contribute to that understanding, participants were asked to express specific challenges or issues in working with Chinese international students that might relate broadly to plagiarism. Five faculty participants' views regarding specific challenges with Chinese international students related to plagiarism posited that cultural differences might contribute citing language issues and to understanding the new culture (e.g., academically, socially) in which they are immersed. For example, FP 4 stated, "I think it's a cultural difference, in which they're just not grabbing onto and practicing the American and Western definition of plagiarism." Additionally, FP 1 conjectured, "Could be a different view of plagiarism, based on culture and there could be different anxieties about it." FP 5 explained, "I think the hardest thing in working with Chinese International students is that they are shy to have their own opinions." While FP 8 put forth, "I would say the languages used are a big factor. The wanting to do well and not sure how to word things and resorting to finding somebody else that worded it better." However, three faculty participants were unable to think of any challenges or issues in working with Chinese international students that may relate broadly to plagiarism.

Theme 3 Summary

The theme of divergences in the academic cultural systems concerning plagiarism focused the key subthemes of (a) instructional practices, (b) cognitive dissonance in practice, and (c) first-hand experience. Student participants' interview data indicated that difficulties with plagiarism could be coupled to issues of instruction, lack of understanding, and lack of ability to apply principles of institutional policies and rules. A comparative analysis of faculty participants' interview data revealed a clear disconnect between faculty instruction and student learning of plagiarism. In addition, faculty data pointed toward cultural differences grounded in language and seeking to understand the new culture (e.g., academically, socially), which could influence Chinese international students' use of Western concepts of plagiarism and understanding. These findings reiterate Pennycook's (1996) conclusion that institutions need to rethink policies and procedures, faculty need to reexamine teaching methods, and the academic community needs to revisit concepts and perceptions of culture. Furthermore, the findings signpost the transformational process that international students experience as they acculturate through the academic community and learn the mores of academic integrity in the United States (Comas-Forgas & Sureda-Negre, 2010; Gourlay & Deane, 2012; Leask, 2006; Martin et al., 2011; Sowden, 2005; Tran, 2012, 2013). Integral to creating a shared reality is the coming together of roles and identities (Kingston & Forland, 2008; Thakkar, 2011; Tran, 2012, 2013) and varying the degrees of disorientation while increasing communication. Consequently, in that there is limited analysis of the academic cultural system concerning plagiarism, there is also limited synthesis of incorporating and

combining ideas into new products, plans, or proposals to resolve the divergences in the academic cultural systems.

Conclusion

The purpose of this study was to gain a better understanding of Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism in American universities that may influence these views. In this study, I explored the views and experiences of full-time Chinese international students' who had been enrolled at the research site for at least 1 year and full-time faculty members who have or were currently teaching Chinese international students.

This chapter discussed participant selection, protection of privacy, informed consent, and methods for data collection and analysis. A qualitative case study research design was employed with purposeful sampling. Data were collected through demographic questionnaires, interviews (i.e., one-on-one), documents (i.e., published processes), and course syllabi. Data were coded and analyzed using an inductive thematic data analysis. Student and faculty views were described and themes were discussed.

The analysis of the data ascertained three themes that aligned with the factors in the literature review: a) Western-based contextualized plagiarism, (b) plagiarism ethos, and (c) divergences in the academic cultural systems. I believe that by sharing these themes with current the Chinese international student population and faculty as well as making available opportunities to interact and reflect upon the themes, they will independently and collectively learn and develop effective tools and skills that will initiate behavioral changes to support their professional duties more effectively and to

influence the academic climate. Based on current best practices and the findings of this study, the best genre for a project could be a 3-day development and training curriculum with materials for the Chinese international student population and faculty.

In Section 3: The Project, I present a description of the project, the goals of the proposed project, a rationale for the selected framework, possible barriers, and an implementation and evaluation plan.

Section 3: The Project

Introduction

The problem investigated in this qualitative case study concerned the need to gain a better understanding of Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism in American universities that may influence these views. My synthesis of qualitative data (one-on-one interviews, published processes, and course syllabi) collected for this research revealed a disconnect between faculty members' and Chinese international students' views and practices concerning plagiarism. Differences existed in contextualization of Western-based plagiarism and the plagiarism ethos and in divergences in the academic cultural systems.

Based on the findings, I proposed a Faculty Professional Development (FPD) to offer beneficial ways to resolve issues related to the plagiarism disconnect between faculty members' and students' perceptions and practices. Faculty responsibilities include teaching, community service, and research; therefore, I recommend that the FPD be a hybrid of online and face-to-face sessions articulated into nine 2-hour blocks over a 15-week semester.

In this section, I present a description of the FPD (see Appendix A) to address the views and practices concerning the plagiarism ethos, how faculty members and Chinese international students contextualize Western-based plagiarism, and divergences between Western and Eastern academic cultures. The purpose of this FPD is to create social change by (a) increasing researchers' and educators' understandings of Chinese international students' views and practices of the Western-based concept of plagiarism,

(b) improving current educational practices, (c) supporting faculty, and (d) better servicing this student population. Additionally, the FPD addresses faculty members' expressed concerns and requests to administration for assistance (ISO, personal communication, August 8, 2013; ISO, personal communication, August 14, 2013; personal communication, March 14, 2013).

This section includes a description of the program goals, along with my rationale for choosing this project genre to operationalize the qualitative case study problem. The review of the literature presented in Section 1 informed the project and supported my data analysis. From the literature review and data analysis, I developed the program description, goals, and objectives, which are detailed in this section. Section 3 also includes an overview of the roles and responsibilities of local stakeholders and concludes with a discussion of how this project will be evaluated, along with probable implications the project might have on the local academic culture. Finally, I discuss far-reaching implications for social change at both local and broader levels.

Description and Goals

Based on the literature review and the findings of this research study, I determined that the most appropriate project would be a FPD. I conducted an extensive literature review for this project genre using the keywords *professional development* and *teacher development*. When developing the project, I considered the corroborating evidence found during the review of the literature which served to guide the FPD to better respond to the disconnect between university faculty members' and Chinese international students' views and practices of the Western-based concept of plagiarism. I

also applied the University's mission and strategic planning goals (see Table 5) to design the FPD objectives and learning outcomes.

Table 5

University and Program Mission and Goals

University Mission ([redacted] n.d. a, π 1)	The [redacted], exists to provide excellent, student-centered, undergraduate and graduate education in an urban context. A [redacted] education seeks to integrate the intellectual, spiritual, ethical, and social development of our students.
Program Mission (University Strategic Plan 2012-2017; [redacted], 2011, p. 2)	<ol style="list-style-type: none"> 1. Ensure excellence in learning, teaching, and assessment of academic outcomes. 2. Leverage technology and innovation to ignite excellence. 3. Develop a culture of exceptional customer service. 4. Expand global awareness and perspectives across the university.

The FPD includes a range of interactive learning activities for participants to engage in collaboration, discussion, reflection, and self-assessment (see Appendix A). I created the FPD using the theoretical construct of Understanding by Design (Wiggins & McTighe, 1998, 2005) and First Principles of Instruction (Merrill, 2002, 2006a, 2012) to articulate nine 2-hour sessions across one semester. The sessions will be segmented into three blocks with each block consisting of two online and one face-to-face session. In the online sessions, participants will receive content knowledge through videos, journal articles, and pre-recorded lectures to encourage the construction of new knowledge through reflection and critical thinking. I will use Blackboard, a web-based learning management system, to administer the FPD. During the face-to-face sessions I will apply experiential learning (e.g., small group discussion, exercise, and simulation) to give

participants the opportunity to practice new knowledge through generalization and application.

I created the FPD to provide faculty members' content knowledge on Chinese international students' views and perceptions of the Western-based concept of plagiarism. By focusing on how culture and instructional practices affect learning through opportunities to reflect and practice, then faculty can construct new knowledge about their own culturally relevant teaching (see Table 6). Participants' newly constructed knowledge could create social change by increasing understanding of Chinese international students conceptualization of Western-based plagiarism, improving educational practices, supporting faculty, and better servicing this student population.

Table 6

FPD Objectives and Faculty Learning Outcomes

FPD Objectives	<ol style="list-style-type: none"> 1. Summarize Chinese and Western cultural and educational differences on the concept of plagiarism. 2. Plan and adapt lessons to address the Western-based concept of plagiarism for Chinese cultural, education, and learning needs. 3. Demonstrate knowledge of Chinese students' personal and social characteristics (e.g., ethnicity, gender, language background, exceptionality) and understand how using student diversity and the Western-based concept of plagiarism affects learning, assignment completion, and assessment performance. 4. Illustrate factors that affect Chinese students' learning of academic content, language, culture, and the Western-based concept of plagiarism. 5. Use the concepts, principles, theories, and research related to the nature and role of culture to construct a learning environment to support Chinese students' cultural identities and Western-based concepts of plagiarism. 6. Select appropriate materials and activities to promote culturally responsive pedagogy within bilingual/multilingual/multicultural classrooms.
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Note: Table continues on the next page.

Table 6 (Continued)

Faculty Learning Outcomes	<ol style="list-style-type: none"> 1. Participants will be able to compare and articulate Chinese and Western cultural and educational differences and as well as articulate Western-based concepts of plagiarism. 2. Participants will be able to discuss the significant Chinese and Western cultural and educational differences and Western-based concepts of plagiarism for instructional planning. 3. Participants will be able to apply principles of culturally relevant research-based practices to plan lessons and exams that integrate the Western-based concept of plagiarism. 4. Participants will be able to outline the basic principles of Chinese international students' personal and social characteristics (e.g., ethnicity, gender, language background, exceptionality) and how using the Western-based concepts of plagiarism affects learning, assignment completion, and assessment performance. 5. Participants will be able to modify their own course syllabi to include evidence of culturally relevant research-based strategies in lessons, assignments, and exams for their courses. 6. Participants will be able to select teaching materials and create activities that promote a culturally responsive pedagogy.
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Rationale

Based on the literature review and the data analysis, it became clear to me that a FPD would be the most appropriate for the given setting (a not-for-profit private institution that served as the site for this qualitative case study). Professional development is an effective way to (a) keep instructors informed of current instructional practices (Lumpe, Czerniak, Haney, & Belyukova, 2012); (b) affect instructional practice (Desimone, Porter, Garet, Yoon, & Birman, 2002; Yung, Yip, Lai, & Lo, 2010); (c) deepen content knowledge (Donnelly & Argyle, 2011; Eun, 2008); and (d) positively change instructors' viewpoints and self-efficacy for the benefit of student achievement (Lumpe et al., 2012; Uğur, Akkoyunlu, & Kurbanoglu, 2011). Plus, Desimone (2009) advanced a set of essential components of effective professional development: "(a)

content focus, (b) active learning, (c) coherence, (d) duration, and (e) collective participation” (p. 183). Based on the growing body of research suggesting that professional development increases a teacher’s knowledge and skill sets, improves instructional practice, and effects student learning, I organized learning activities using these essential components to form the basis for professional development and growth.

I designed the proposed FPD using Desimone’s (2009) essential components to address the themes that emerged in this study (Western-based plagiarism contextualized, plagiarism ethos, and divergences in the academic cultural systems). Specifically, I aligned the program with factors from the literature review with those that emerged from the collected data using the research questions as a guide. The findings revealed a clear disconnect between faculty instruction and student learning in regard to plagiarism. Because analysis of the academic cultural system concerning plagiarism is limited, there is also limited synthesis of ideas into new products, plans, or proposals to resolve the divergences in the academic cultural systems. I believe that by sharing these themes with faculty and providing opportunities to interact and reflect upon the themes, participants will independently and collectively learn and develop effective tools and skills that will initiate behavioral changes to support their professional duties and influence the academic climate.

Review of the Literature

I based the review of literature conducted for the FPD on the findings I synthesized from the collected data in order to better understand Chinese international students’ and faculty members’ views of and experiences with the Western-based concept

of plagiarism in American universities that may influence these views. I accessed the following databases via Walden University's library for this literature review: Education Research Complete, Sage Premier, Google Scholar, and ProQuest Central. My Boolean search of key words included *culturally responsive pedagogy*, *culturally responsive*, *culturally congruent*, *instructional strategies of college faculty*, *backward design*, *Understanding by Design*, *blended learning*, *hybrid learning*, *e-learning*, *online learning experiences*, *text-based asynchronous*, *online contexts*, and *First Principles of Instruction*. This review elucidates the theories of Understanding by Design (UbD; Wiggins & McTighe, 1998, 2005, 2011) and First Principles of Instruction (Merrill, 2002, 2006a, 2007) that I used to scaffold the project and ground learning. I propose blended learning (i.e., traditional face-to-face approaches with online and other modes) to deliver the PD, and will use culturally responsive pedagogy to direct learning experiences.

Understanding by Design

Wiggins and McTighe (1998) designed UbD as a “conceptual framework” (p. 7) to purposefully create lasting understanding. The core tenet of UbD is that instruction is designed backward by “identifying results, determining acceptable evidence, planning learning experiences, and instruction” (Wiggins & McTighe, 2005, p. 17). After this process occurs, transferable learning can take place.

Identifying results. The first phase of UbD requires operationalizing four components upon which each proceeding phase is built. The first component is identifying the desired results (i.e., essential learning) by prioritizing course standards,

goals, and outcomes. Next, the desired results are synthesized into “big ideas” that are comprehended as durable understanding through demonstration using knowledge and skill (Wiggins & McTighe, 1998). In the third phase, essential questions are articulated to encourage thought, arouse inquiry, and trigger further questions. Essential questions have transferable possibilities designed to create new learning and understanding (Wiggins & McTighe, 2005). Therefore, “There must be a deliberate interrogation of the content so that students can see the key understandings as the result of connections and inferences” (Wiggins & McTighe, 2005, p. 123). The final component in this phase is establishing observable and measurable demonstration (i.e., product, performance) that quantifies understanding “to perform the complex assessment performance tasks to be identified in Stage 2” (Wiggins & McTighe, 1998, p. 64).

Determining acceptable evidence. The second phase of UbD includes deciding what data confirms the desired results, what evaluation (i.e., product, performance) directs lessons, and what evidence determines the degree of knowledge or skill (Wiggins & McTighe, 2005). Therefore, the purpose of evaluating the collected evidence is to demonstrate understanding based on the desired results (Wiggins & McTighe, 2005).

Wiggins and McTighe (2005) stated,

Understanding develops as a result of ongoing inquiry and rethinking, the assessment of understanding should be thought of in terms of a collection of evidence over time instead of an ‘event’—a single moment-in-time test at the end of instruction. (p. 152)

Wiggins and McTighe (2005) proposed that evidence of understanding is revealed through “authentic performance tasks” (p. 157) that involve one or more of six facets of understanding: explanation, interpretation, application, perspectives, empathy, and self-knowledge (self-assessment and metacognition). UbD focuses on “the use of authentic performance assessments and pedagogy that promotes a focus on deep knowledge and understanding, and active and reflective teaching and learning” (McTighe & Seif, 2003, p. 4). Other evidence of learning is obtained through a variety of assessments that can be conceptualized as a continuum of informal or formal methods (e.g., checks for understanding, quizzes, test, open-ended prompts, tasks, and projects). These assessments vary in scope, timing, setting, and structure (Wiggins & McTighe, 1998). Therefore, contextualizing assessments through application (i.e., product, performance) provides the opportunity to draw out and assess understanding.

Planning learning experiences and instruction. The third phase of the UbD includes building on the desired results by emphasizing big ideas and applicable assessments that underscore understanding through application. Here, the focus moves to planning for learning and instruction. Specifically, the focus is on what the learner needs to accomplish (desired results) to perform well on the proposed evaluations in the second phase (Wiggins & McTighe, 2005). Thus, this stage of the backward design involves developing multi-modal learning activities focus on the “enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies)...students need in order to perform effectively and achieve results” (Wiggins & McTighe, 2005, p. 192-193).

Integral to creating learning activities is deciding the “kind of instructional approaches, resources, and experiences” (Wiggins & McTighe, 2005, p. 192), as well as the ongoing evaluation tools that are essential to improve learning. Ongoing evaluation feedback is provided to both the teacher and student to clarify misunderstandings of ideas and performance errors by reexamining, adjusting, and refining work. This thought process encourages improving learning and instruction. Wiggins and McTighe (2011) concluded that the “three-stage planning process” (p. 8) of instruction is more purposeful because learning involves discovering and creating meaning through the content.

First Principles of Instruction

Merrill’s (2006a) First Principles of Instruction supports the use of five principles to build instruction and create learning environments, artifacts, and practices to express how knowledge and skills are applied in real-life scenarios. The five principles include problem-based learning, activation, demonstration, application, and integration. Problem-based learning focuses on a progression of real-life problems or tasks. During activation, learners evoke or reveal related earlier learning that is presented or recalled systematically to arrange what they will learn in the future. Demonstration occurs when learners observe how similar problems or tasks are resolved or accomplished. During application, learners use what they have learned to resolve real-life problems or accomplish real-life tasks. During integration, learners contemplate, discuss, question, or demonstrate what they have learned (Merrill, 2002, 2006a, 2006b, 2013). These instructional strategies can be used to develop multi-modality instructional activities centered on real-life problems or tasks.

Blended Learning

Using traditional face-to-face instruction with online and other interactive modalities is generally referred to as *blended learning* (Graham, 2010, 2011; Singh, 2003; Verkroost, Meijerink, Lintsen, & Veen, 2008). The expression *blended learning* denotes combining atypical modes of learning; however, delineations in the literature represent a full spectrum from narrow grounding of teacher-centered approaches to broader student-centered approaches. For example, a narrow definition may be articulated as blending face-to-face instruction and some form of technology. In this exemplar, blended learning (also called hybrid; Poon, 2013) combines face-to-face with online facilitated instruction (Allen & Seaman, 2010; Sorden & Munene, 2013), e-learning (Hoyt, 2013; Moorea, Dickson-Deaneb, & Galyenb, 2011; Sangrà Vlachopoulos, & Cabrera, 2012), online learning experiences (Garrison & Vaughan, 2008; O'Shea, Stone, & Delahunty, 2015), text-based asynchronous (Garrison & Kanuka, 2004; Girasoli & Hannafin, 2008; Hew & Cheung, 2012), and online contexts (Ginns & Ellis, 2007; Evans, 2015).

Singh (2003) asserted that blended learning unites various media and is often “a mix of traditional instructor-led training, synchronous online conferencing or training, asynchronous self-paced, and structured on-the-job training” (p. 51). Alternatively, Verkroost et al. (2008) depicted blended learning as “the total mix of psychological methods, using a combination of different learning strategies, both with and without the use of technology” (p. 501). Inglis, Palipana, Trenholm, and Ward (2011) defined *blended learning* as presenting students with a range of resources from which they select

the most effectual to accomplish their intended learning outcomes. Conversely, De George-Walker and Keeffe (2010) advocated for student-centered *blended learning* and argued,

It is not the role of the teacher to prescribe the nature of the blend but to develop courses with multiple means of representation, expression and engagement and to scaffold and support students in the creation of their own individual blend. (p. 12)

For this project, I conceptualize *blended learning* as the combination of face-to-face, online, print text, and other modalities that offer multiple access points to engage the course content.

Culturally Responsive Pedagogy

The literature on culturally relevant pedagogy is diverse and complex with little consensus in terminology. Researchers have used a range of interchangeable terms to describe culturally relevant pedagogy, including *culturally responsive* (Cazden & Leggett, 1981), *culturally congruent* (Bednarz, Schim, & Doorenbos, 2010; Mohatt & Erickson, 1981), *culturally compatible* (Abbate-Vaughn, Frechon, & Wright, 2010; Jordan & Tharp, 1979), *culturally appropriate* (Au & Jordan, 1981; Johnston, 2010; Zhou & Fischer, 2013), *culturally relevant teaching* (Hernandez, Morales, & Shroyer, 2013; Ladson-Billings, 1994, 2009; Rhodes, 2013), and *race- and ethnicity-responsive* (Hawley & Nieto, 2010). Based on a fundamental theme of these terms, one could assume that students from culturally diverse backgrounds will achieve deeper content knowledge when instruction responds to their home cultures.

Ladson-Billings (1994) concluded that culture shapes learning as it influences expressive and receptive language, behavior, and thinking processes of groups and individuals. Culturally relevant pedagogy is a teaching methodology designed to fit the policies and procedures of an institution as the foundation to guide learning opportunities that foster achievement and nurture academic, social, emotional, cultural, physiological, and construct knowledge factors (Esposito & Swain, 2009; Gay, 2000; Ladson-Billings, 1994; Ladson-Billings & Tate, 1995).

Culturally relevant pedagogy combines investigations of mainstream ideology (i.e., culture) and socioeconomic influences on instruction and learning. As such, instruction is created using “cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It is culturally validating and affirming” (Gay, 2000, p. 29). Additionally, culturally relevant pedagogy includes knowledge of individuals, institutions, and cultural events that preserve social and educational structures of injustices.

Summary

The study was guided by the need to gain a better understanding of Chinese international students’ and faculty members’ views of and experiences with the Western-based concept of plagiarism in American universities that may influence these views. The findings are based on the analysis of the data from Section 2 and professional literature that supports the development of this project. The analysis of participant data revealed the following themes: (a) Western-based contextualized plagiarism, (b) plagiarism ethos, and

(c) divergences in the academic cultural systems. The theories of UbD (Wiggins & McTighe, 1998, 2005) and First Principles of Instruction (Merrill, 2002, 2006, 2007, 2013) were used to scaffold the project and ground learning. Blended learning (i.e., traditional face-to-face approaches with online and other modes) will guide the delivery of this project. While culturally responsive pedagogy will be used to construct the learning experiences, the best genre for the project will be a 3-day FPD and training session.

Project Description

This project is grounded on the research findings related to the views and practices of Western-based plagiarism ethos, how university faculty and Chinese international students contextualize Western-based plagiarism, and divergences in this academic cultural. Based on the reality that faculty responsibilities include teaching, community service, and research, their availability to attend FPD sessions is limited. Therefore, this FPD was designed using the construct of blended learning (i.e., traditional face-to-face approaches with online and other modes) that includes a range of resources to accomplish the intended learning outcomes. The FPD is divided into nine 2-hour blocks over a 15-week semester (e.g., Fall, Winter). This amount of time will allow faculty members sufficient time to learn, review, and to apply. I designed a 3-day FPD based on Desimone's (2009) recommended set of essential components of effective professional development: "(a) content focus, (b) active learning, (c) coherence, (d) duration, and (e) collective participation" (p. 183). This project is also based on two

major instructional design theoretical models: Understanding by Design (UbD) and First Principles of Instruction models.

The application of UbD framework (Wiggins & McTighe 1998, 2005) guided the instructional design as it allowed me to identify observable measurable results and determine quantifiable acceptable performance. I planned the learning experience and developed the instruction. I used First Principles of Instruction (Merrill, 2002, 2006a, 2006b, 2007) to guide the problem-based tasks, activate prior knowledge, and include instructional demonstrations and practice using real-life problems. These elements will allow participants to process and demonstrate what they learn during the FPD sessions. Finally, I used culturally responsive pedagogy to construct learning experiences.

Based on the reality that faculty responsibilities include teaching, community service, and research, their availability to attend FPD sessions is limited. Therefore, this FPD was designed using the construct of blended learning (i.e., traditional face-to-face approaches with online and other modes) that includes a range of resources to accomplish the intended learning outcomes. The FPD is divided into nine 2-hour blocks over a 15-week semester (e.g., Fall, Winter).

Faculty members can employ the newly acquired knowledge from the FPD to transform their lesson plans and approaches into best practices using culturally responsive pedagogy to create a higher level of functioning as it relates to plagiarism among the Chinese international student population. The next steps will be to consult with the vice president of academic affairs about implementing this proposed FPD. I will suggest a time frame and feasible times to hold the FPD, while keeping the academic

calendar and faculty responsibilities in mind. The FPD will then be implemented upon approval.

Existing Supports and Potential Resources

Fundamental support and resources to implement this project include the university administration, faculty, and staff, the university instructional design studio and financial resources. Implicit support from faculty members for the FPD can be assumed as they have expressed concern and requested support from the ISO and vice president of academic affairs about the increased frequency of plagiarism (10% in 2010 and 12% in 2012) among the growing population of Chinese international students (ISO, personal communication, August 28, 2013). Additionally, in a statement to campus administration and faculty, the vice president urged that it was time to address the gap between research and practice to benefit Chinese international students who study at the university (personal communication, March 4, 2013). The *University Strategic Plan 2012–2017* enumerated benchmarks to “expand global awareness and perspectives across campus, ensure excellence in learning, teaching, and assess academic outcomes” ([redacted], 2011, p. 2). Further, the mission states that the university “exists to provide excellent, student-centered, undergraduate and graduate education in an urban context. A [redacted] education seeks to integrate the intellectual, spiritual, ethical, and social development of our students” (University mission statement, n.d., para. 1). The university mission could be critical explicit support to implement the FPD as designed.

Implementing the FPD will require support and assistance from many university departments and administrators within the campus community. To conduct the proposed

FPD, formal approval and support from the AVP will be secured. To create the infrastructure needed to offer the FPD as a blended learning experience, I will use the university instructional design studio, a resource available to faculty to assist in constructing and maintaining web-based course materials. I will also contact university services and the audiovisual department to arrange facilities (i.e., large classroom) for face-to-face sessions and technical support (i.e., Whiteboard, Elmo projector, laptop). Financial support to photocopy session materials and purchase presentation materials will be sought from ISO, the department of language and cultural training, and the AVP. Implementing this project will require a collaborative effort from numerous members of the university community; however, the instructional value and increased student achievement will continually reward the entire academic community now and in the future.

Potential Barriers

Three potential impediments to the proposed FPD are administration, faculty, and financial resources. Administration may elect not to make the FPD available to faculty members. Faculty present another potential hindrance to implementing the FPD as they may view limited (a) time, (b) proximity to resources, (c) meaningful rewards, and (d) narrow decision-making authority (Lohman, 2000, 2006) as factor related to participation. The element of time is significant because faculty have teaching, community service, and research responsibilities. The second element of proximity to resources concerns potential limited access to best practice resources and the opportunity to collaborate with colleagues (Lohman, 2000, 2006). Meaningful rewards is the third

element and includes the fact that participants will receive no monetary rewards for attending the PD; no recognition for further scholarship (Lohman, 2000); and as content accountability increases, there may be less interest in acquiring knowledge and incorporating it into instruction without any reward (Lohman, 2000). The element of narrow decision-making authority speaks to faculty perceptions that they have little say in the decisions made by administration (Lohman, 2000). The final potential obstacle is securing financial support to duplicate materials for face-to-face sessions.

Proposal for Implementation and Timetable

Once I will have the approval of the AVP for this FPD and collaboration with the university instructional design studio, ISO, and department of language and cultural training for support in implementing this project, I can build the infrastructure for the blended learning FPD. Constructing the infrastructure (i.e., design, develop, and load) of an initial blended learning FPD will take 3 to 6 months depending on the time I will have in the instructional design studio. The FPD is planned for 2-hour blocks over 9 consecutive weeks beginning the third week of the semester (i.e., Fall, Winter). Six of the nine sessions will be online and will become available during successive weeks and remain active for the full semester. The online sessions will include a mix of lectures, videos, and readings to build knowledge. Online sessions will also include guided practice through activities and reflection to facilitate the integration and processing of new knowledge. Three sessions will be conducted on campus in a face-to-face format. These face-to-face sessions will be spent in discussions, collaborating with colleagues,

and hands-on activities that lead to and include amending current lessons and assignments to include new knowledge and best practices.

Every online session will aim to access prior knowledge relevant to the lesson, focus participants' interests in what they are about to learn, state the learning objective and student outcomes, present and model new material, and allow time for practice/independent work and reflection. Presentation and modeling new material will be done through a web-based lecture using PowerPoint slides and video. Participants will use a discussion board to post their practice/independent work and reflections for feedback. Practice/independent work and reflections will also be reviewed to benchmark summative learning and guide modification of future sessions as needed. At the conclusion of the FPD, a summative evaluation will be provided for participants' responses. Faculty will be informed of the FPD by informational flyer (see Appendix L) via email and university mailbox during the semester prior to the FPD offering. The informational flyer will provide an overview of the PD, start date, session schedule (see Table 7), and sign-up information.

Roles and Responsibilities of Student and Others

Roles and responsibilities of the university instructional design studio.

Critical to the success of the FPD is effective instructional design (Power & Morven-Gould, 2011). The university instructional design studio will be instrumental in the design, development, and implementation of the blended learning FPD. The university's instructional design studio is used to design and develop successful online and face-to-face FPD in a variety of platforms using advances in technology-based delivery methods

and online troubleshooting skills. Moreover, I will use the university instructional design studio to assist with any technical/instructional issues that may surface during the online sessions of the blended learning FPD.

Table 7

Project Timetable

Theme/Subtheme	Week	Objectives	Outcomes
Western-based plagiarism contextualized (meaning, classification, constructs)	1 (Online)	Summarize Chinese and Western cultural and educational differences on the concept of plagiarism.	
	2 (Online)		Participants will be able to articulate and compare Chinese and Western cultural and educational differences as well as articulate Western-based concepts of plagiarism.
	3 (Face-to-Face) Summative	Demonstrate knowledge of Chinese students' personal and social characteristics (e.g., ethnicity, gender, language background, exceptionality) and understand how using the Western-based concept of plagiarism affects learning, assignment completion, and assessment performance.	Participants will be able to outline the basic principles of Chinese students' personal and social characteristics (e.g., ethnicity, gender, language background, exceptionality) and how using the Western-based concepts of plagiarism affects learning, assignment completion, and assessment performance.
Plagiarism ethos (stealing/copying/cheating, ethics, property rights and originality)			

Note: Table continues on the next page.

Table 7 (continued)

Theme/Subtheme	Week	Objectives	Outcomes
	4 (Online)	Illustrate factors that affect Chinese students' learning of academic content, language, culture, and the Western-based concept of plagiarism.	
	5 (Online)		Participants will be able to apply principles of culturally relevant research-based practices to plan lessons and exams that integrate the Western-based concept of plagiarism.
	6 (Face-to-Face) Summative	Use concepts, principles, theories, and research related to nature and role of culture to construct learning environments that support Chinese students' cultural identity and Western-based concept of plagiarism.	Participants will be able to modify their own course syllabi to include evidence of culturally relevant research-based strategies in the lesson assignments and exams for their courses.
Divergences in academic cultural systems (instructional, cognitive dissonance, first-hand practices/ experiences)			
	7 (Online)	Select appropriate materials and activities to promote culturally responsive pedagogy within bilingual/multilingual/multicultural classrooms.	
	8 (Online)		Participants will be able to select materials and create activities that promote a culturally responsive pedagogy.
	9 (Face-to-Face)	Plan and adapt lessons to address the Western-based concept of plagiarism for Chinese cultural, education, and learning needs.	Participants will be able to discuss the significant Chinese and Western cultural and educational differences and Western-based concepts of plagiarism for instructional planning.

Roles and responsibilities of the researcher. My main goal for the FPD is to help faculty members gain knowledge, skills, and competencies vital to developing course content to enhance compliance with Western-based plagiarism constructs for Chinese international students on course lessons and assignments. As the researcher and the one responsible for this FPD, I will take on the role of the instructor. As the instructor, I will be responsible for (a) facilitating online and face-to-face course activities, (b) answering questions via email or conference call, (c) addressing basic technical issues as needed, (d) providing timely feedback, and (e) evaluating participants' activities. I will encourage participants, including the AVP, to begin discussions on how they can implement the new skills, knowledge, and understanding in practice.

Project Evaluation

Program evaluation will be ongoing throughout the FPD using formative and summative evaluations. For example, assignment 2 in the FPD is a self-assessment, and assignment 10 is the FPD evaluation. Caffarella (2010) asserted that there is “no one acceptable systematic process for conducting a program evaluation” (p. 333). The overall project evaluation will be accomplished through a summative problem-based method using an outcomes-based rubric. The data collected from the evaluation will provide evidence of whether participants meet the FPD learning outcomes and objectives (Spaulding, 2008).

A summative problem-based evaluation will allow me to uncover the strengths and weaknesses of the FPD and allow for project modification for future use. Data from formative evaluations in the form participant activity responses and self-reflections on

discussion boards as well as feedback from the face-to-face sessions will be used to assess participant learning and the effectiveness of each session. Ross (2010) stated, “When evaluation is part of the culture of the program, it is on-going and intertwined with all the program components, stakeholders, and structures” (p. 494).

The FPD objectives and learning outcomes will function as the basis for the evaluation plan. The six FPD objectives and six learning outcomes were articulated using the UbD (Wiggins & McTighe, 1998, 2005) conceptual framework. The objectives identify desired learning and guide the inquiry to create new learning and understanding that can transfer to other learning opportunities. The outcomes enumerate observable and measurable demonstrations of learning (i.e., product, performance), which ascertain the degree of knowledge or skill. The evaluation will include a collection of evidence from participants’ assignments, reflections, and pre-and-post self-assessments that demonstrate understanding based on desired results through one or more of the six facets of understanding: explanation, interpretation, application, perspectives, empathy, and self-knowledge (self-assessment and metacognition). Other evidence of learning will be obtained through a variety of assessments that can be conceptualized as checks for understanding (e.g., quizzes, tests, open-ended prompts, tasks, and projects) that vary in scope, timing, setting, and structure (Wiggins & McTighe, 1998). In summary, a blended FPD that successfully engages faculty to look at their instructional paradigm and entertain the possibility of integrating new practices or processes to affect student learning outcomes positively and effect social change will have a lasting effect on the students they teach and the academic community as a whole.

Project Implications

The proposed FPD is designed to be proactive, continually evolving, and address the problems of (a) Western-based contextualized plagiarism, (b) plagiarism ethos, and (c) divergences in the academic cultural systems between faculty and Chinese international students by increasing opportunities for faculty to interact across disciplines. Reflecting upon the themes, faculty will independently and collectively learn and develop culturally relevant strategies to initiate behavioral changes that support their professional duties and influence the academic climate. Having a working knowledge of culturally relevant teaching strategies may help faculty create instruction that reaches the whole student by relating to their own cultures and value systems (Esposito & Swain, 2009; Gay, 2000, 2010; Ladson-Billings, 1994, 2009; Ladson-Billings & Tate, 1995).

The themes ascertained from the analysis of the data denoted a disconnect in views and understanding of (a) Western-based contextualized plagiarism, (b) plagiarism ethos, and (c) divergence in the academic cultural system between faculty and Chinese international students. My choice of project genre was guided by these themes and resulted in a blended learning FPD using an active learning experience focused on cultural differences (i.e., language, understanding new culture) and teaching methods. Faculty participants could learn and develop effective tools and skills that may initiate behavioral changes to support their professional duties, influence the academic climate, develop collaborative relationships across disciplines, and positively affect learning outcomes for Chinese international students.

If this blended learning FPD will be successful, faculty members could be more culturally aware and competent in instructional practices and Western-based constructs of plagiarism. With new skill sets, they may be able to better evaluate and respond to plagiarism concerns in diverse classroom situations. In addition to acquiring cultural competency, faculty may accommodate their course structures to include their new learning in instruction and evaluation.

This blended learning FPD has at least three potential far-reaching implications that include reaching the current institution, K-12 public and charter school districts, and other higher education institutions with Chinese international student populations and concerns with Western-based plagiarism construct. The current institution could offer the blended learning FPD to administrators, staff, adjunct faculty, other faculty who had not taken the FPD, as well as new hires to develop or improve their cultural competencies. Offering the blended learning FPD to the whole university community has the potential to positively impact the rate of social change and move the university closer to achieving the strategic plan goal of “expand global awareness and perspectives across the university” (strategic plan, 2011, p. 2).

The second potential far-reaching implication includes the opportunity to develop a customized version of the blended learning FPD to K-12 public and charter school districts. The third potential far-reaching implication is developing the blended learning FPD to offer to other higher education institutions. Finally, this FPD may influence future applicants to the university because the institution could become known as offering a supportive culture and culturally competent community.

Conclusion

The proposed FPD includes nine 2-hour blocks over a 15-week semester and will be based on UbD and First Principles of Instruction models. The success of this project rests on support from a) university administration, faculty, and staff; b) the university instructional design studio; and c) financial resources. In this section I discussed the description of the project, the goals of the proposed project, a rationale for the selected framework, possible barriers, and an implementation and evaluation plan. In Section 4 I will discuss the strengths and limitations of this project; recommendations for alternative approaches; scholarship, and project development, leadership, and change. In Section 4, I also reflect on the importance of the work, implications, applications, and direction for future research.

Section 4: Reflections and Conclusions

Introduction

In Section 4, I reflect on the conclusions of this project. The purpose of this qualitative case study was to gain a better understanding of Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism in American universities that may influence these views. This project was prompted by comments made by the AVP to campus administration and faculty regarding the increase of alleged plagiarism cases amongst Chinese international students. These comments suggested the need to address the gap between university policy and academic practice to benefit Chinese international students at the selected university. I used the following research questions to frame the foundation for the study:

1. How do Chinese international students interpret and apply the Western concept of plagiarism in their preparation of graded assignments and exams?
2. How do U.S. classroom practices and institutional processes influence Chinese international students' views of and experiences with plagiarism?
3. How do faculty members describe their experiences with Chinese international students' interpretations and uses of Western-based concepts of plagiarism and the circumstances that may contribute to that understanding?
4. In what ways are the perceptions of plagiarism among U.S. faculty and Chinese international students alike or different?

The conclusions I drew from the collected qualitative data (one-on-one interviews, published processes, and course syllabi) revealed that university faculty and

Chinese international students' views and practices concerning plagiarism were significantly different. The qualitative data also revealed that this difference is grounded in the contextualization of Western-based plagiarism, plagiarism ethos, and differences in the academic cultural systems. I developed a FPD based on the findings of this study with the intent to create social change and offer an effective way to resolve issues related to the plagiarism disconnect between faculty members' and students' perceptions and practices. This FPD includes online and seminar sessions articulated into nine 2-hour blocks over a 15-week semester.

In this section, I present the strengths of the project and recommendations based on the limitations of the project. I also suggest ways to address the studied problem differently, and give special attention to personal learning and growth as a scholar, practitioner, and project developer. The section concludes with a discussion of the importance of the work overall, its potential for positive social change, and recommendations for future research.

Project Strengths and Limitations

Project strengths. This study carries a number of strengths. First, I addressed an institutional and academic concern expressed by faculty and administration (a local problem). The findings of my study helped me answer the institutional and academic concerns, select a project design (PD), and create the content of the FPD. A third embedded strength is that the project was designed to be applicable across disciplines and facilities, and I included the entire academic community in its implementation plans.

Another area of strength is that the FPD was developed as a student-centered learning program. Using blended learning and employing a combination of online and face-to-face sessions in 2-hour blocks over 15 weeks provided faculty greater flexibility to participate with minimal time-specific participation parameters. In addition, the blended learning FPD design afforded faculty the opportunity to obtain new knowledge and skills through active involvement, reflection, collaboration, problem solving, and exposure to a variety of learning activities. I designed the FPD to be experiential, hands-on, and connected to pedagogical instructional practices. Finally, the FPD allowed for collegial feedback and collaboration across disciplines, which may encourage future participation.

Recommendations for remediation of limitations. The realization of a 3-day FPD for faculty is contingent on the successful collaboration with administration, faculty, and financial resources. First, administration may elect not to make the FPD available to the university community. Faculty may not choose to participate for a number of reasons including limited (a) time, (b) proximity to resources, (c) meaningful rewards, and (d) narrow decision-making authority (Lohman, 2000, 2006). Finally, financial resources may not be available to duplicate materials for face-to-face sessions.

To remediate the identified limitations, I offer the subsequent recommendations:

1. Administration could be asked to articulate what components or concerns they have about offering the proposed FPD in its present configuration. In addition, when asking for clarification, the offer could be made to collaborate on a FPD design they would support and make that available to faculty.
2. To address potential faculty concerns, I would seek counsel of the faculty union. Specifically, I would aim to develop a collaborative working relationship to bring the FPD offering to the faculty.
3. To remediate the lack of faculty resources, I would eliminate the duplication of materials for the face-to-face sessions. Rather, I would make all materials available online to participants to print out as they wish.

Recommendations for Alternative Approaches

The conclusions drawn from this study point to the FPD as the most appropriate project to address the issue of plagiarism amongst Chinese international students on campus. The FPD focuses on the views and practices of faculty and students concerning the plagiarism ethos, how university faculty and Chinese international students contextualize Western-based plagiarism and cultural divergences in academic systems. Using a blended learning FPD design for this project provided faculty the flexibility to participate with minimal time-specific participation parameters. The face-to-face and online sessions facilitated new knowledge and skills acquisition through active involvement, problem solving, reflection, collaboration, and exposure to a variety of

learning activities (De George-Walker & Keeffe, 2010). Blended learning for the FPD is one example of how a researcher can operationalize the findings of a study.

An alternative design approach that could successfully address the findings would be peer coaching. Grant, Passmore, Cavanagh, and Parker (2010) noted that the goal of peer coaching is a voluntary collaborative non-competitive relationship intended

To stretch and develop an individual's current capacity or performance. In essence the coaching process facilitates goal attainment by helping individuals to: (i) identify desired outcomes, (ii) establish specific goals, (iii) enhance motivation by identifying strengths and building self- efficacy, (iv) identify resources and formulate specific action plans, (v) monitor and evaluate progress towards goals, and (vi) modify action plans based on feedback. (pp. 127-128)

According to findings from empirical research, peer coaching positively influences teacher efficacy and enhances student achievement and collegial relationships (Chong & Kong, 2012; Grant et al., 2010; Hooker, 2013; McDermott, 2011). Even though researchers have suggested that peer coaching is an effective instructional practice that improves student achievement and develops collegial relationships, I trust the format I used to create the FPD was the most suitable for the local problem and academic community.

An alternative project approach that could address the findings of my study would be a position paper. A position paper is the presentation of an author's perspective on the causes and effects of an issue, the current state of that issue, and a proposal for actions and decisions (Archbald, 2008). In a position paper, the author's position is supported

through the use of facts, statistics, examples and anecdotes (Axelrod, Cooper, & Warriner, 2014). Powell (2012) has framed the position paper as a creation of “professional communication competencies that can be deployed in a variety of settings” (p. 97). For example, a position paper may be developed to present information that can be used to inform decision making or policy formulation within an institution (Archbald, 2010). Additionally, a position paper may “convince others to consider a particular position seriously or to accept or reject a position” (Axelrod, et. al, p. 312). Although a position paper may influence individuals’ points-of-view or provide information to ground the decision-making process, I remain convinced that the creation of a FPD was the most suitable option to generate social change given the local problem and academic community.

Scholarship, Project Development, and Leadership and Change

Scholarship. The doctoral journey is an evolution of self-actualization that ends when the study is completed, but is the journey really over, or is it a cycle that opens to another voyage where the skills learned are applied to the next stage as self-actualization continues. For me, each step of this doctoral journey provided an opportunity to grow as an individual through the lens of a scholar, practitioner, and project developer, and this project was the summative artifact of proof that mastery was achieved.

Completing the project required that I apply all I had learned about myself as a scholar, practitioner, and project developer. For example, I deepened my understanding of who I am as an individual as I was challenged to question my achievement, determination, perseverance, and sacrifice to meet personal expectations. This new

understanding served as the foundation to scaffold the attributes of scholar, practitioner, and project developer. From the beginning of the doctoral journey, the expectation was to function as a scholar by critically thinking, questioning, and reasoning to reach conclusions, and explain and defend my work. As I integrated the attributes of scholar into my DNA, I refined my dexterity and proficiency as a practitioner. The final component of the doctoral journey required functioning as scholar and practitioner to successfully develop and complete this project.

Although the narrative represents a linear progression of personal and skill growth, by no means is this process linear. In fact, the process is a cyclical loop laden with review and redesign. I made my most significant growth through the review and redesign processes. Specifically, I learned how to narrow the focus of a project to make the product better, more purposeful, and more manageable. Additionally, when a project is completed, it can be redesigned with a different focus to provide new research possibilities and deeper understanding of the content, which can increase my own body of research and lead to the next voyage.

Project development and evaluation. This project was prompted by comments made by the AVP to campus administration and faculty regarding the increase of alleged plagiarism cases amongst Chinese international students, which suggested it was time to address the gap between research and practice to benefit Chinese international students who study at the selected university. Additionally, with the steady increase of the international student population studying at the institution, the largest percentage coming from mainland China (36.8% in 2010 and 46.7% in 2012; ISO, personal communication,

August 28, 2013), this project was a way to address the local problem. As an associate professor of education (i.e., Special Education), my responsibilities include teaching, providing service to the community, and conducting research.

The decision to use a qualitative case research design was to gain a better understanding of Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism in American universities that may influence these views. I followed all clinical research guidelines set forth by the National Institute of Health (NIH) using human subjects to safeguard participants, the research site, and myself, Walden University. I paid careful attention to address ethical practices, including participant recruitment, informed consent, data collection, data storage, data analysis, and commitment to collaborate with participants. The skills and procedures employed during this process represent the knowledge I gained from Walden University course work.

Based on the research findings and the literature review, it became clear that a FPD project was the most appropriate for the given setting (i.e., not-for-profit private institution). Professional development is an effective way to keep instructors informed of current practices of instruction (Lumpe, Czerniak, Haney, & Beltyukov, 2012); affect instructional practice (Desimone, Porter, Garet, Yoon, & Birman, 2002; Yung, Yip, Lai, & Lo, 2010); deepen content knowledge (Donnelly & Argyle, 2011; Eun, 2008); and positively change instructors' viewpoints and self-efficacy to benefit student achievement (Lumpe et al., 2012; Uğur, Akkoyunlu, & Kurbanoglu, 2011). As such, I designed the FPD to address the themes that emerged in this study (i.e., Western-based plagiarism

contextualized, plagiarism ethos, and divergences in the academic cultural systems).

Specifically, I aligned the program based on factors from the literature review and those that emerged from the collected data using the research questions as a guide.

Because faculty responsibilities include teaching, community service, and research, their availability to attend FPD sessions is limited. Therefore, this FPD was designed using the construct of blended learning (i.e., traditional face-to-face approaches with online and other modes) and included a range of resources to accomplish the intended learning outcomes. The FPD was divided into nine 2-hour blocks over a 15-week semester (e.g., Fall, Winter). The FPD project (see Appendix A) contained (a) flyer advertising the PD, (b) training schedule, (c) agenda for each session, (d) handouts, (e) PowerPoints and, (f) formative and summative evaluations. The formative and summative evaluation data can be used to demonstrate mastery of the goals and objectives of the FPD and to improvement the FPD sessions.

Leadership and change. The journey of a doctoral candidate is based on change facilitated through course work, refinement of skills, and the application of new knowledge to conduct and complete a project. Inherent in the doctoral process is the element of change and transformation of an individual's skills and leadership. Shields (2010) articulated that a transformative leader deconstructs and reconstructs knowledge frameworks that generate inequity; challenges inappropriate uses of power and privilege; emphasizes individual achievement and the public good; balances critique and promise to effect deep and equitable changes with the focus on liberation, democracy, equity and justice; and demonstrates moral courage and activism. The transformative leader

embraced Burns' belief that these leaders indissolubly “engage with the wider society” (Shields, 2010, p. 564). As a result, transformative leadership is grounded in systems thinking that frames the interconnectedness of social betterment, enhances equity, and reshapes the knowledge and belief structures of an entire social system (Shields, 2010).

Analysis of Self

To analyze myself as a scholar, practitioner, and project developer, I framed the doctoral journey as training and the project as the final exam. When I committed to the doctoral journey, I did not understand how it would affect every aspect of my life. Thus, a daily devotion to maintaining a balance of connectivity and personal expectations to family, career, and doctoral journey became the overriding motivation and challenge. All things considered, managing the roles, responsibilities, and commitments left me exhausted and discouraged, but what sustained me was the supportive skilled Walden faculty through a rigorous curriculum, encouragement, and guidance. Further, my doctoral committee was the most masterful and rewarding one could have to guide a student through this project. The personal growth and transformation I experienced has afforded me the opportunity to develop a finely honed view of research scholar, practitioner, and project developer within the educational continuum.

Scholar. My growth as a scholar was prompted by my commitment to complete the doctoral process successfully. As important as my commitment to success was the encouragement and support I received through the collegial collaboration of my cohort. My skills in conducting a literature search and review; developing research questions, study design, data collection and analysis procedures, and the project increased

significantly, and I believe I achieved mastery. As I progressed through the doctoral project, I mastered the ability to manage commitments and allot time for research, data collection and analysis, and writing. With the completion of the doctoral journey, I am dedicated to sharing my project findings and continue conducting research.

Practitioner. My development as a practitioner at Walden University stemmed from a solid practitioner foundation, as I worked in the field of education for over 3 decades as a special education teacher and teacher consultant before transitioning to higher education as an instructor, and currently, as an assistant professor of education. Additionally, the commitment to continuous professional and personal growth as a practitioner is evident, as I have successfully completed a Masters in Special Education and Counseling Psychology with clinical experience. The process of completing this project afforded me the opportunity to apply my skills as a practitioner at a level of mastery. For example, the FPD project facilitated in honing my ability to construct learning experiences that incorporate stakeholder feedback, professional literature and theory with progress monitoring techniques, and summative evaluation to measure program effectiveness in terms of behavioral change. The level of proficiency required to complete the doctoral project has increased my ability to collaborate, organize, lead, and communicate. Moving forward, I intend to facilitate student learning to increase their understanding of the interconnectedness of research, instruction, and outcomes. In conclusion, this doctoral journey has given me the self-confidence and drive to conduct research.

Project developer. As I conceptualized this project as the cumulative final of the doctoral journey and embedded the project in the study artifact, I applied my prior instructional pedagogical and methodology knowledge and experience, learning from higher education leadership doctoral coursework, and the findings and conclusions drawn from participant interviews to develop the PD. The majority of this process was familiar. For example, throughout my professional career, I have designed learning experiences for children from elementary to high school using school district curriculum. I have also developed programs for adult learners using state rules and regulations for special and general education. I have also regularly used curriculum-based measurement and progress monitoring based on individual student data to report learning progress quarterly for special education students. I am adept at designing learning experiences by first identifying what learning looks like, establishing acceptable evidence, creating the learning experience, and concluding with instruction (Wiggins & McTighe, 1998, 2005). I have also often incorporated web-based media (YouTube) and online technology (Blackboard) into my instruction to support the learning environment.

The challenge I confronted as project developer was in creating a project absent of curriculum standards, primary and secondary support materials, and institutional oversight. Although well-prepared for the challenge and knowing the FPD would be completed by moving through many interrelated components, much like the doctoral coursework and research leading to the creation of the project, this task was daunting and provoked much anxiety. The difference with this project was that I was responsible for

every aspect of the FPD from conceptualizing the format to creating all content, instruction, and evaluation tools to measure learning.

The challenge with this project was in developing content grounded in the study findings, current research-based best practices, and theoretical framework to reflect behavioral change in participants who chose to attend the PD. An added challenge was the decision to deliver the FPD using blended learning (traditional face-to-face approaches with online and other modes). However, using prior knowledge with the new skill set learned in the doctoral journey, I remained focused on making measurable progress to meet this challenge and complete the project successfully. The satisfaction and confidence I gained by developing this project will serve me well throughout my career as an educator.

Reflection on the Importance of the Work

Importance of the work. Unfortunately, charges of plagiarism have become more prevalent at U.S. colleges and universities among increasing numbers of international students who often come from cultures whose definitions of academic dishonesty differ from American norms. These challenges call into question the responsibility society has bestowed on higher education to develop moral, spiritual, and emotional responsiveness and expand social responsibility, vocational interests, and personal life (Aluede, Omoregie, & Osa-Edoh, 2006). An additional challenge is the mission of higher education to impart knowledge and expertise (Aluede et al., 2006; Cohen & Kisker, 2010; Dickeson, 2010; Newman, Couturier, & Scurry, 2004; Pennycook, 1994).

This project has far-reaching implications at both the local and global levels. Primarily, this qualitative case study provided an understanding of how Chinese international students conceptualize Western-based plagiarism, plagiarism ethos, and the divergences in the academic cultural systems as applied to U.S. education. The findings contribute to the ongoing research of plagiarism and the effect culture has on learning. At a local level, the findings offer insight into how the instructional environment and institutional policies and practices influence Chinese international students' views and experiences of Western-based plagiarism. The findings also revealed full-time faculty and Chinese international students' views of and experiences with Western-based plagiarism and factors that contributed to those views. Further, the findings speak to how cultural differences may affect Chinese international students' interpretations of Western-based plagiarism and related issues that influence learning. A final point of local importance is that the FPD created based on the findings may engender instructional and cultural change that can positively influence student learning and the academic community as a whole.

What was learned. To address the query “what was learned,” I scaffold my response through interrelated systems as a person, a professional, and a scholar (see Figure 2) to reflect on the doctoral journey, the project study, and the deliverable artifact (i.e., FPD). The largest and most pervasive system is personal, as it interacts with and influences behavior and emotions. For me, harnessing the personal was the most challenging as I have been of service to others for the majority of my personal and professional life. I am quite proficient in assisting others; however, I lacked the skills and

know how to do so for myself. Therefore, learning and implementing these skills at a level that sustained homeostasis required remediation and enrichment. The anxiety and challenges I experienced during this doctoral journey were grounded in the personal, specifically my lack of self-confidence.

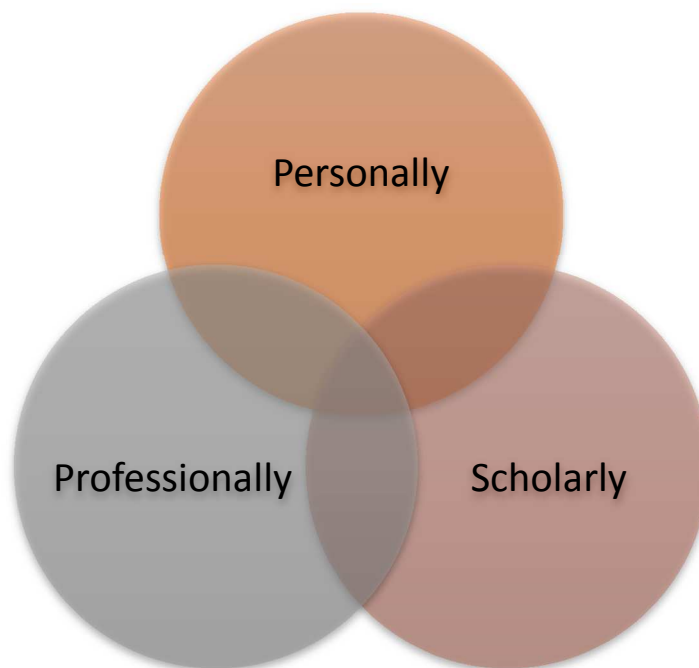


Figure 2. Personally, Professionally, and Scholarly.

My professional system sustained my forward progress and longing to succeed. The profession of education comfortably fit my personal design of service. In addition to my choice of professional specialty in special education and 3 decades working in K-12 education further denotes my commitment to service. The advancement I sought and earned was fueled and rewarded by my desire to lifelong learning and interest in academia. When the opportunity to transition to higher education occurred, I accepted it to realize a long-held dream. However, when informed that the completion of a terminal

degree was required to sustain service, my lack of self-confidence was called into question.

Seeing myself or being perceived as a scholar as always been there as an undercurrent, but it did not come forward until I matriculated the doctoral journey. I engaged the activities, lessons, and projects required to move through the doctoral journey as opportunities to sharpen my skills to a higher mastery. For example, I learned how to conduct a scholarly literature review, select and narrow a topic to a research focus, formulate research questions and sub-questions, collect and analyze data, draw conclusions based on research and research findings, and create a deliverable project. Engaging in these processes, I found the learning rigorous, appropriately paced, skillfully guided by masterful faculty, and supported by collegial relationships. Moving through the curriculum and experiencing how each course built upon the next ended in embarking on an exhilarating project study much like successfully solving a jigsaw or crossword puzzle. The culmination of the journey required the application of all I had learned through the completion of the project study and deliverable project. Although seeing myself or being perceived as a scholar has been essentially the strongest of the three systems (person, professional, scholar (academic, scholastic)), I was consistently hazed by my lack of self-confidence.

As I close the doctoral journey and embark on new avenues, I take with me a stronger personal system with a better understanding and sense of self, balance, and a healthy self-confidence. The successful achievement of this terminal degree reflects the self-actualization of the professional system. Finally, the scholarly system was the

vehicle that harnessed the personal and gave life to the professional as it grounded me to meet the challenge of the doctoral journey.

Implications, Applications, and Directions for Future Research

Implications. The research conducted and presented here brought about the development of the FPD for faculty members. I created the FPD based on the theories of Understanding by Design (Wiggins & McTighe, 1998, 2005, 2011) and First Principles of Instruction (Merrill, 2002, 2006, 2007) to scaffold the project and ground learning. Researchers have found that professional development is effective in increasing teacher knowledge and skill sets, improving instructional practice, and effecting student learning (Desimone et al., 2002; Donnelly & Argyle, 2011; Eun, 2008; Lumpe et al., 2012; Uğur et al., 2011; Yung et al., 2010). Through organized learning activities, I developed the FPD using Desimone's (2009) set of essential components of effective professional development: "(a) content focus, (b) active learning, (c) coherence, (d) duration, and (e) collective participation" (p. 183).

Several implications arose from this project. Foremost, faculty are the fulcrum that supports student learning, and the FPD champions faculty to develop new methodology to expand their instructional practices and to develop their understanding of the differences between the academic cultural systems in China and the United States. Moreover, as faculty enrich their pedagogical skills and integrate practices into course content, they affect student compliance with Western-based ethos. Another implication of this project is the potential social change. Faculty who participate in the FPD and effectively integrate new instructional practices into their courses can contribute to

student learning and efficacy in Western-based ethos. As the implications for the academic community are significant, the process of growing systemic change will take time.

Applications. As vital as it is to provide academic support for Chinese international students to learn and understand the Western-based concept of plagiarism, I deem it is even more important to make available research-based best practices to faculty so they can better facilitate student-centered learning and realize academic success. From the findings drawn from the collected data for this doctoral study I could denote a clear disconnect between faculty instruction and Chinese international student learning in terms of how the contextualization of Western-based plagiarism, plagiarism ethos, and the divergences operated in the academic cultural systems. The findings served as the underpinning for the development of a blended learning FPD for faculty, which could provide faculty with research-based cultural and pedagogical knowledge and best practices to improve Chinese international student learning and success.

I am encouraged that the project and delivery format will create opportunities for social change. First, the project study was predicated on expressed concerns by administration and faculty that incidences of plagiarism have increased among the Chinese international student population (personal communication, August 28, 2013). If faculty participants implement the pedagogical skills learned during the FPD in their courses and incidences of plagiarism decline, the positive experience may increase momentum to influence the larger academic community. Additionally, this FPD was designed to use summative and formative participant evaluations to provide efficacy

feedback and amend content and presentation to continuously improve the FPD and grow the probability of social change by future participants.

Another potential aspect for social change is the use of the blended learning format over an extended period. This format departs from current FPD offering of one session as it affords faculty time to self-reflect on new content, collaborate with colleagues across disciplines, and practice new pedagogical skills in a safe encouraging environment. The blended learning format also requires a minimal amount of prescribed attendance time as the majority of the FPD is completed online and can be addressed when it fits into faculty members' schedules. In conclusion, the project presents the application of the current findings in a deliverable format that is also applicable beyond the local setting.

Directions for future research. After analyzing the collected data and identifying common themes and sub-themes to the guiding research questions, I began to think about future research that may offer deeper insight into faculty, institutions, Chinese, and other Asian international students' understanding of Western-based plagiarism in higher education. I identified the following five areas for future research:

1. Examine whether the U.S. classroom environment at different types of institutions (e.g., private, state, not-for-profit, for-profit, research, teaching) influences Chinese international students' views of and experience with Western-based plagiarism

2. Compare the views of and experiences with Western-based plagiarism of international students from other Asian countries to determine whether cultural differences exist.
3. Compare institutional (e.g., private, state, not-for-profit, for-profit, research, teaching) definitions of Western-based plagiarism to determine which definitions engender Chinese international student compliance.
4. Compare the international student orientation programs related to Western-based plagiarism of different types of institutions to determine whether and to what extent international students develop a working knowledge of Western-based plagiarism and what factors may influence student understanding.
5. Investigate FPD at other types of institutions (e.g., private, state, not-for-profit, for-profit, research, teaching) as it relates to international students' views of and experiences with Western-based concepts of plagiarism.

By investigating these topics, researchers and educators can gain a deeper understanding of the factors that affect the views of and experiences with Western-based concepts of plagiarism among student, faculty, and institutions. Such new knowledge can serve to further develop faculty FPD and support students to ensure they receive education at a level that meets the missions of colleges and universities in the United States.

Conclusion

The enrollment of Chinese international students' continues to increase at the research site. This project served to investigate Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism

in American universities that may influence these views. By using a qualitative case research design, I collected interview data from eight Chinese international students and eight full-time faculty. Additional documents I collected included syllabi from faculty participants and institutional processes on plagiarism. Based on my analysis of the data collected, I concluded there was a disconnect between Chinese international students' and faculty members' views and experiences with the contextualization of Western-based plagiarism, plagiarism ethos, and differences in academic cultural systems. The findings served as the blended-learning foundation of the FPD.

Completing this project allowed me to grow personally and professionally as a scholar, practitioner, program planner, and agent of change. My intention for the future is to continue growing as an agent for social change (i.e., cultural) to improve student learning for Chinese international students and ultimately all students by seeking administrative approval to offer faculty the blended-learning PD. I also plan to apply my new skill set to lead by example as a scholar and practitioner of social change by conducting addition research on plagiarism and culture.

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Appendix A: Project

East Meets West

Culture and Plagiarism

The Effects on Instruction and Learning

A Faculty Professional Development

Created by Alan Grigg

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Introduction

This Faculty Professional Development (FPD) was created for faculty at a not-for-profit private institution in a large metropolitan city in the Midwest. The aim of the FPD is to address faculty members' expressed concerns and requests to administration for assistance with the increase in plagiarism cases among Chinese international students. The FPD is grounded on the research findings related to the views and practices of Western-based plagiarism ethos, how university faculty and Chinese international students contextualize Western-based plagiarism, and divergences in this academic cultural issue. I designed a 3-day FPD based on Desimone's (2009) recommended set of essential components of effective professional development: "(a) content focus, (b) active learning, (c) coherence, (d) duration, and (e) collective participation" (p. 183). The FPD used the theories of Understanding by Design (UbD) and First Principles of Instruction.

Based on the reality that faculty responsibilities include teaching, community service, and research, their availability to attend FPD sessions is limited. Therefore, this FPD was designed using the construct of blended learning (i.e., traditional face-to-face approaches with online and other modes) that includes a range of resources to accomplish the intended learning outcomes. The FPD is divided into nine 2-hour blocks over a 15-week semester (e.g., Fall, Winter). With this extra time in the FPD to learn and to apply, it is my hope that this FPD will provide faculty the strategies needed to create social change by increasing their understandings of Chinese international students, improving educational practices, supporting faculty, and better servicing this student population.

Program Goal

The goal of the FPD is to provide participants with content knowledge of how culture and instructional practices affect learning through opportunities to construct knowledge about creating culturally relevant teaching materials (see Table 1).

Table 1

FPD Objectives

-
1. Summarize Chinese and Western cultural and educational differences on the concept of plagiarism.
 2. Plan and adapt lessons to address the Western-based concept of plagiarism for Chinese cultural, educational, and learning needs.
 3. Demonstrate knowledge of Chinese students' personal and social characteristics (e.g., ethnicity, gender, language background, exceptionality) and understand how using Western-based concept of plagiarism affects learning, assignment completion, and assessment performance.
 4. Illustrate factors that affect Chinese students' learning of academic content, language, culture, and applying the Western-based concept of plagiarism.
 5. Use the concepts, principles, theories, and research related to the nature and role of culture to construct a learning environment to support Chinese students' cultural identities and Western-based concepts of plagiarism.
 6. Select appropriate materials and activities to promote culturally responsive pedagogy within bilingual/multilingual/multicultural classrooms.
-

Faculty Learning Outcomes

After participating in the FPD, participants' will be able to:

- Articulate and compare Chinese and Western cultural and educational differences and articulate Western-based concepts of plagiarism.
- Discuss the significant Chinese and Western cultural and educational differences and Western-based concept of plagiarism for instructional planning.

- Apply principles of culturally relevant research-based practices to plan lessons and exams that integrate the Western-based concept of plagiarism.
- Outline the basic principles of Chinese students' personal and social characteristics (e.g., ethnicity, gender, language background, exceptionality) and how using the Western-based concept of plagiarism affects learning, assignment completion, and assessment performance.
- Modify course syllabi to include evidence of culturally relevant research-based strategies in course lesson assignments and exams.
- Select materials and create activities that promote a culturally responsive pedagogy.

Timeline and Agenda

The FPD is planned for 2-hour blocks over 9 consecutive weeks beginning the third week of the semester (i.e., Fall, Winter). Six of the nine sessions will be online and available during successive weeks throughout the semester. The online sessions will include a mix of lectures, videos, and readings to build knowledge. These sessions will include guided practice through activities and reflection to facilitate the integration and processing of new knowledge. Every online session will access prior knowledge relevant to the lesson, focus participants' interests in what they are about to learn, state the learning objective and student outcomes, present and model new material, and allow time for practice, independent work, and reflection. Presentation and modeling new material will be done through a web-based lecture using PowerPoint and video. Participants will use a discussion board to post their practice, independent work, and reflections for

feedback. Practice, independent work, and reflections will also be reviewed to benchmark summative learning and guide modification of future sessions as needed.

Three sessions will be conducted on campus in a face-to-face format. The face-to-face sessions will include discussion, collaborating with colleagues, and hands-on activities that lead to and include amending current lessons and assignments to include new knowledge and best practices. At the conclusion of the FPD, a summative evaluation will be provided for participants' responses. Figure 1-A includes a sample letter of invitation to participate in the FPD. Figure 2-A illustrates a sample flyer to advertise the FPD at the university.

Sample Invitation Letter

[Date]

[Name of the Provost],

Provost & Vice President for Academic Affairs

XXXXXXXXXXXXXXXXXXXX

[Address]

Dear [Provost]:

My name is Alan Grigg, I am an assistant professor of Special Education in the Education Department. I completed my doctoral studies at Walden University in Higher Education Leadership. My research project focused on gaining a better understanding of Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism. This research also includes a review of supporting documentation used in American universities that may influence these views. The research project was called *Chinese International Students' and Faculty Members' Views of Plagiarism in Higher Education*.

Based on the findings, I developed a FPD that focuses on providing participants with content knowledge of how culture and instructional practices effect understanding and learning of the concept of plagiarism through opportunities to construct knowledge about creating culturally relevant teaching materials.

The professional objectives of the FPD are as follows:

- Articulate and compare Chinese and Western cultural and educational differences and articulate Western-based concepts of plagiarism.

- Discuss the significant Chinese and Western cultural and educational differences and Western-based concept of plagiarism for instructional planning.
- Apply principles of culturally relevant research-based practices to plan lessons and exams that integrate the Western-based concept of plagiarism.
- Outline the basic principles of Chinese students' personal and social characteristics (e.g., ethnicity, gender, language background, exceptionality) and how using the Western-based concept of plagiarism affects learning, assignment completion, and assessment performance.
- Modify course syllabi to include evidence of culturally relevant research-based strategies in course lesson assignments and exams.

I would appreciate a meeting with you to discuss the prospect of bringing the FPD to our institution. I will call your office next week to follow up and schedule an appointment.

Please do not hesitate to contact me if I can provide any additional information pertaining to the workshop before my meeting with you.

Sincerely,

Alan Grigg

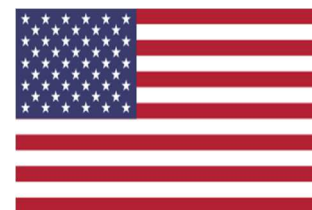
Sample Flyer



East Meets West

Culture and Plagiarism

The Effects on Instruction and Learning



A Faculty Professional Development

September 2015-November 2016

9-Week Self-Paced Blended Learning Opportunity

(6 online sessions/3 face-to-face sessions)

Are you seeking effective practices to support students in meeting course objectives with academic integrity?

Are you curious about what others are doing to support student learning and guiding adherence of university academic integrity policy?

Are you interested in a sharing ideas and practices across disciplines that support student learning and improve adherence of university academic integrity policy?

Enhance your knowledge and skills in the areas of:

- Chinese and Western cultural and educational differences on the concept of plagiarism.
- Plan and adapt lessons to address the Western-based concept of plagiarism for Chinese cultural, education, and learning needs.

Nine sessions (6 online sessions/3 face-to-face sessions) of faculty professional development will guide and support you in enhancing your knowledge of cultural and educational differences on the concept of plagiarism to support Chinese International student learning.

Faculty Professional Development Dates	Participants will:
Week 1: Online	<ul style="list-style-type: none"> • Develop lessons • Collaborate • Examine Chinese and Western Cultures • Examine instructional techniques and course materials • Role play • Self-reflect
Week 2: Online	
Week 3: Face-to-face	
Week 4: Online	
Week 5: Online	
Week 6 face-to-face	
Week 7: Online	
Week 8: Online	
Week 9: Face-to-face	

Deadline for Registration is:

Register online at:

Session 1: Orientation and Western-Based Plagiarism Contextualized

Lesson Number and Title: Session 1 (Online) Orientation and Western-Based Plagiarism Contextualized	
Lesson Description: Summarize Chinese and Western cultural and educational differences on the concept of plagiarism.	
Learning Outcomes: Participants will be able to articulate and compare Chinese and Western cultural and educational differences and Western-based concepts of plagiarism	
Activation: Introduction	
	Resources/Media Notes
Assignment:	
<ul style="list-style-type: none"> Assignment 1: Introduction (15 minutes) 	
Demonstration: Participants will explore the information and be encouraged to visit links contained on Blackboard.	
Material:	
<ul style="list-style-type: none"> PowerPoint 1: Session 1 (30 minutes) Structure Overview Expectations Culture: Asian (Confucian) and Western (Socratic) 	
Reading:	
<ul style="list-style-type: none"> None 	
Assignment:	
<ul style="list-style-type: none"> Assignment 2: Self-Assessment 	
Application: Participants work through text and audio/visual presentations.	
Materials:	
<ul style="list-style-type: none"> Discovering China – Confucius (4:28): https://www.youtube.com/watch?v=AYQ1hcpUedU&list=PLF356A13F6D1AD989 Asian Culture vs. American Culture (4:19): https://www.youtube.com/watch?v=bg_q8YUuuzM 	
Reading:	
<ul style="list-style-type: none"> Brook, D. (February 28, 2013). The learning virtues. <i>New York Times</i>, p. A23. (20 minutes) 	
Integration: After participants have completed the demonstration and application, they will complete Assignment 3 and Reflection 1.	
Assignment:	
<ul style="list-style-type: none"> Assignment 3: Venn Diagram Culture (20 minutes) Reflection 1: Culture (20 minutes) 	

Note: A written and/or audio presentation will accompany video clips.

Assignment 1: Introduction

Please prepare and post 4 to 5 sentences as an introduction (e.g., name, department, teaching duties).

Assignment 2: Self-Assessment

Answer the questions appropriate for your duties and responsibilities. Be as specific as you are comfortable.

1. What do I want to learn in this faculty professional development?

2. What do I know about Chinese international students' cultural values and beliefs (e.g., ethnicity, gender, language background, exceptionality)?

3. How does/could different cultural values and beliefs affect students' relationships with me and peers?

4. How does/could different cultural values and beliefs affect students' academic progress, affect, success, perseverance?

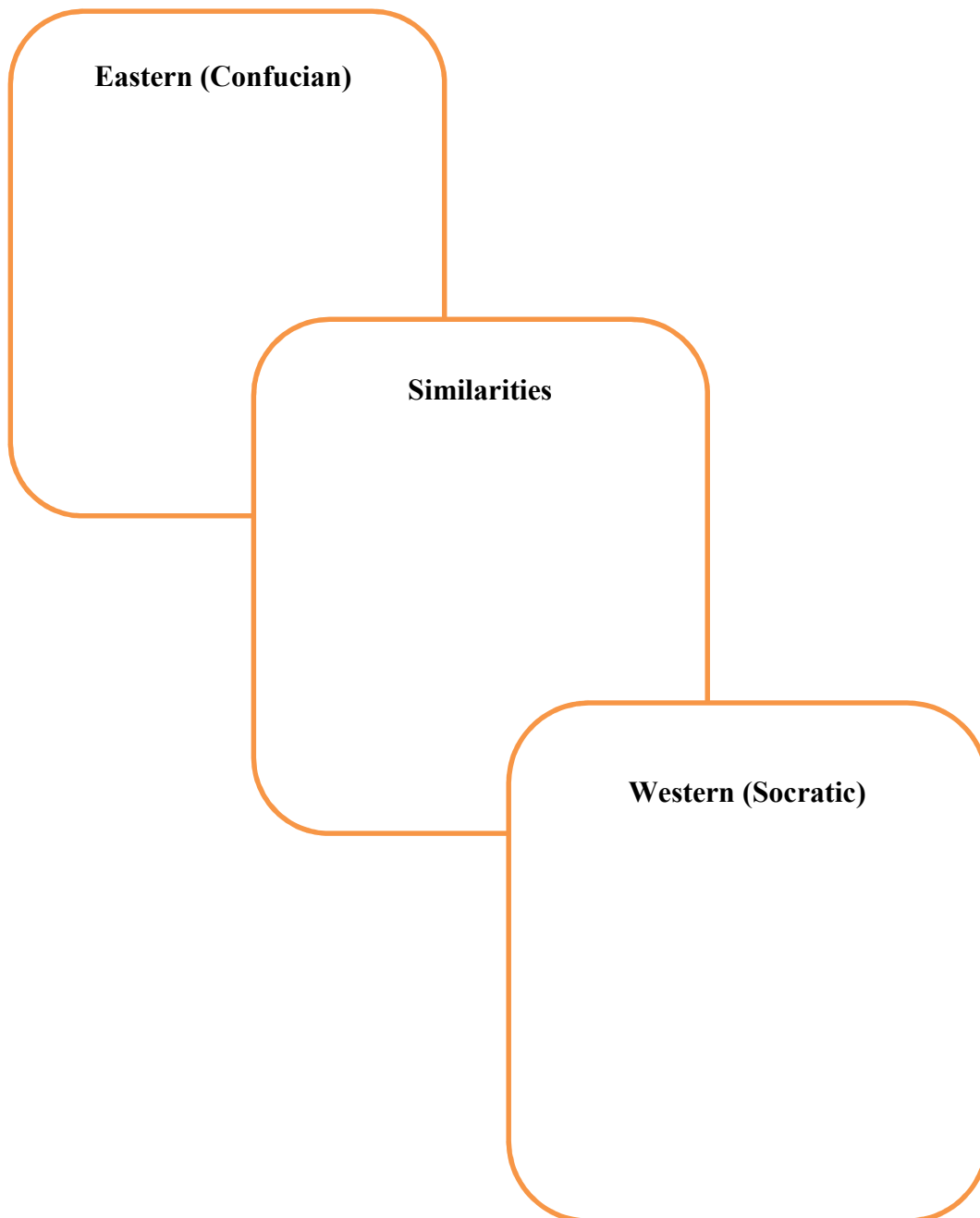
5. What do I see as my strengths, knowledge and skills, and difficulties in addressing cultural differences in my classes?

6. What are your current views and perceptions regarding Chinese international students' comprehension and application of western-based concepts of plagiarism?

Please submit a copy of Assignment 2 to the Drop Box.

Assignment 3: Venn Diagram-Culture

Complete the Venn diagram based on the material presented during Session 1.



Slide 3 Assignment 1: Introduction

- Please Complete Assignment 1: Introduction
- When finish submit the post to the course Discussion Board

Facilitator Notes. Before we begin our work together, please complete Assignment 1: Introduction. When finished, post your introduction to the course Discussion Board.

Slide 4 Faculty Professional Development: Introduction, Structure, Overview, Expectations

Facilitator Notes. This Faculty Professional Development (FPD) is grounded on the research findings related to the views and practices of Western-based plagiarism ethos, how university faculty and Chinese international students contextualize Western-based plagiarism, and divergences in this academic cultural. I designed a hybrid online and seminar program articulated into nine 2-hour blocks over a 15-week semester (e.g., Fall, Winter) based on Desimone's (2009) recommended set of essential components of effective professional development: "(a) content focus, (b) active learning, (c) coherence, (d) duration, and (e) collective participation" (p. 183).

Six of the nine sessions will be online, will be available during successive weeks, and will remain active for the full semester. Six online sessions will include a mix of lectures, videos, and readings to build knowledge. These sessions will also include guided practice through activities and reflection to facilitate the integration and processing of new knowledge. Three sessions will be conducted on campus in a face-to-face format. The face-to-face sessions will include discussion, collaboration with colleagues, and hands-on activities that will lead to amending current lessons and assignments to include new knowledge and best practices.

Each session includes the following elements: materials (e.g., videos, blogs, websites), readings (e.g., articles, research), and assignments (e.g., discussion board, reflections, exercises). Selected activities will be posted to the discussion board to create collegial

exchange. I encourage participants to respond to two colleagues for each activity posted to the discussion board. Data from the assignments will be collected to provide evidence of whether the FPD learning outcomes and objectives are achieved and to guide project modification for future use. Summative problem-based evaluation will allow me to uncover the strengths and weaknesses of the FPD. Data from formative evaluations in the form participant activity responses and self-reflections on discussion boards as well as feedback from the face-to-face sessions will be used to assess participant learning and the effectiveness of each session.

Slide 5

Description

- Western-based plagiarism contextualized (meaning, classification, constructs)
- Plagiarism ethos (stealing/copying/cheating, ethics, property rights and originality)
- Divergences in academic cultural systems (instructional, cognitive dissonance, first-hand practices/ experiences)

Facilitator Notes. The study was designed to address the concerns expressed by faculty that they were experiencing an increase in plagiarism cases, among Chinese international students. The international student population represents students from Europe, the middle East, and Asia, with the largest percentage coming from mainland China (36.8% in 2010 and 46.7% in 2012; personal communication, August 28, 2013). Research has shown that international students may enroll in classes with limited spoken and written English proficiencies, learning styles grounded in different cultural paradigms, and perceptions of text ownership and usage that differ from those in Western academic culture (Bennett, 2005; Culwin, 2006; Pennycook, 1996; Sowden, 2005).

The guiding question of the study aimed to gain a better understanding of Chinese international students' and faculty members' views of and experiences with the Western-based concept of plagiarism in American universities that may influence these views.

Through a series of activities, participants will explore the research finding themes: (a) Western-based contextualized plagiarism, (b) plagiarism ethos, and (c) divergences in the academic cultural systems.

Slide 6 Objectives

- Summarize Chinese and Western cultural and educational differences on the concept of plagiarism.
- Plan and adapt lessons to address the Western-based concept of plagiarism for Chinese cultural, education, and learning needs.
- Demonstrate knowledge of Chinese students' personal and social characteristics (e.g., ethnicity, gender, language background, exceptionality) and understand how using the Western-based concept of plagiarism affects learning, assignment completion, and assessment performance.

Facilitator Notes. The FPD will address six learning objectives based on the research findings. Please take a minute and read over the first three learning objectives. Wait time.

Slide 7 Objectives (continued)

- Illustrate factors that affect Chinese students' learning of academic content, language, culture, and the Western-based concept of plagiarism.
- Use the concepts, principles, theories, and research related to the nature and role of culture to construct a learning environment to support Chinese students' cultural identities and Western-based concepts of plagiarism.
- Select appropriate materials and activities to promote culturally responsive pedagogy within bilingual/multilingual/multicultural classrooms.

Facilitator Notes. Please take a minute and read over the last three learning objectives.

Slide 8 Course Format (Online)

- Sessions 1 and 2: Chinese and Western cultural and educational differences

- Session 4 and 5: Factors that affect Chinese students' learning of academic content, language, culture
- Session 7 and 8: Materials and activities to promote culturally responsive pedagogy

Facilitator Notes. The six online sessions will focus on Chinese and Western cultural and educational differences; factors that affect Chinese students' learning of academic content, language, culture; and materials and activities to promote culturally responsive pedagogy. The online sessions will expand on your working knowledge by providing current research and best practices that will support and promote a culturally responsive pedagogy.

Slide 9

Course Format (Face-to-Face)

- Session 3: Chinese students' personal and social characteristics (e.g., ethnicity, gender, language background, exceptionality)
- Session 6: Role culture plays in constructing a supportive learning environment
- Session 9: Plan and adapt lessons to address the Western-based concept of plagiarism for Chinese cultural, education, and learning needs

Facilitator Notes. The three online sessions will focus on Chinese students' personal and social characteristics (e.g., ethnicity, gender, language background, exceptionality) that play a role in constructing a supportive learning environment. Participants will plan and adapt lessons to address the Western-based concept of plagiarism for Chinese cultural, education, and learning needs. The face-to-face sessions will use new knowledge acquired during the online sessions through experiential learning (e.g., small group discussion, exercise, and simulation) to afford participants the opportunity to construct new knowledge through reflection, generalization, and application.

Slide 10 Assignment 2: Self-Assessment

- Please Complete Assignment 2: Self-Assessment.
- When finished, submit a copy to the course Drop Box.

Facilitator Notes. Please stop and complete Assignment 2: Self-Assessment. When finished, submit a copy to the course Drop Box.

Slide 11 Culture: Eastern (Confucian) and Western (Socratic)

Slide 12 Eastern (Confucian)

- Confucianism has shaped the Chinese social structure since 200 BCE and transformed behaviors through diligent studies that have evolved and adapted to changing circumstances.

Facilitator Notes. Confucianism has shaped the Chinese social structure since 200 BCE when it was used to educate civil servants (Aoki, 2008; Deng, 2011) and transformed behaviors through diligent studies on being virtuous by learning manners, customs, or behaviors that aim to create personal happiness and societal harmony (Aoki, 2008; Wu, 2011). Confucianism has evolved and adapted to changing circumstances. As a principled system, it has influenced ethics, history, education, government, business management, life philosophy, and social relations.

Slide 13 Eastern (Confucian)

- An emphasis on learning as a primary and moral obligation, the importance of practical outcomes are evident in functionality or benefit to current responsibilities and future goals, societal collectivism, and social conscientiousness (Aoki, 2008; Confucius, 479 B.C./1979; Littlejohn, 2010; Tu, 1996; Wu, 2011).

Facilitator Notes. Researchers have argued that a Confucian culture can be differentiated by (a) an emphasis on learning as a primary and moral obligation, (b) the importance of

practical outcomes evident in functionality or benefit to current responsibilities and future goals, and (c) societal collectivism and social conscientiousness (Aoki, 2008; Confucius, 479 B.C./1979; Littlejohn, 2010; Tu, 1996; Wu, 2011). Given that tradition, values, and culture are embedded deeply in Chinese society, a Confucian learner integrates these traits into his or her learning style.

Slide 14 Eastern (Confucian)

- Individual is committed to self-improvement through the process of practice and mastery bringing together education, morality, and learning.

Facilitator Notes. In addition to inspiring a framework for a purposeful life, Confucian doctrine influences the Junzi (an individual committed to self-improvement; Sun, 2008) activities of humanism, harmony, and hierarchy. Humanism signifies developing moral behaviors through education, which include harmony of action by avoiding extremism and aiming for the middle way within a hierarchy where the individual knows his or her place and behaves accordingly.

This development involves committing and practicing the virtues of rén (benevolence), yì (honesty), lǐ (rituals), zhì (wisdom), xìn (trustworthiness), zhōng (loyalty), shù (altruism), and xiào (filial piety). These virtues reflect and merge Chinese values (Ip, 2011; Thompson, 2006). Confucian doctrine was built on the discerned process of practice and mastery, which brings together education, morality, and learning. Thus, framing the purpose of learning is to actualize as an integrated individual and become what one is committed to becoming.

Slide 15 Western (Socratic)

- Socrates questioned his and others' beliefs, assessed others' erudition, and respected self-generated wisdom of objective inquiry (e.g., wonder). He posed doubt (e.g., hypothesis) on pursuing a broader and deeper understanding to

develop the skills to recognize and question paradigms (e.g., dismantle and examine).

Facilitator Notes. Socrates (469–399 BCE) is regarded as the father of Western philosophy and is known for the Socratic dialogue. In the telling of these dialogues, Socrates questioned his and others' beliefs, assessed others' erudition, and respected self-generated wisdom. In doing so, he used a method of objective inquiry (e.g., wonder) and posed doubt (e.g., hypothesis) to pursue a broader and deeper understanding to develop the skills to recognize and question paradigms (e.g., dismantle and examine).

Slide 16 Western (Socratic)

- Investigation of individuals' beliefs in the framework of their examination of knowledge not foreseen to increase knowledge, rather, to deepen it (Copeland, 2005; Knezic, Wubbles, Elbers, & Hajer, 2009).

Facilitator Notes. Socrates' method also facilitated the investigation of individuals' beliefs in the framework of their examination of knowledge (e.g., accept or reject the hypothesis) to accommodate new knowledge (e.g., act accordingly; Copeland, 2005). Thus, education was not foreseen to increase knowledge, rather, to deepen it (Knezic et al., 2009). Socrates held to the belief that schooling is the process of questioning scholars to think individualistically, which, he believed, is more vital than getting the right answers (Copeland, 2005).

Slide 17 Concluding Activity: Reflection

- Please Complete Reflection 1: Culture
- When finish submit a copy to the course Drop Box

Facilitator Notes. To close Session 1, please take some time to reflect on the content presented and the activities you engaged in, and complete Reflection 1. When finished, post Reflection 1 to the Drop Box.

Session 2: Western-Based Plagiarism Contextualized

Lesson Number and Title: Session 2 (Online) Western-Based Plagiarism Contextualized	
Lesson Description: Summarize Chinese and Western cultural and educational differences on the concept of plagiarism.	
Lesson Outcomes: Participants will be able to articulate Chinese and Western cultural and educational differences as well as Western-based concepts of plagiarism.	
Activation: Students will explore the information and be encouraged to visit links contained on Blackboard. Participants will review Assignment 3 (Session 1).	
Resources/Media Notes	
Materials:	<ul style="list-style-type: none"> • Assignment 3: Venn Diagram Culture (Session 1)
Demonstration: Asian and Western Concept of Plagiarism Contextualized.	
Material:	<ul style="list-style-type: none"> • PowerPoint 2: Session 2 (40 minutes)
Application: Participants work through text and audio/visual presentations.	
Materials:	<ul style="list-style-type: none"> • TOK-Eastern and Western Education (5:23) https://www.youtube.com/watch?v=ICmq-8LGnPU • Perspective on Plagiarism in Different Cultures (5:43) https://www.youtube.com/watch?v=7DuN4-xtfOQ • West and East, Cultural Differences 1/2 (45:42) https://www.youtube.com/watch?v=ZoDtoB9Abck
Reading:	<ul style="list-style-type: none"> • Guangwei H., & Jun L. (2015) Chinese University Students' Perceptions of Plagiarism, <i>Ethics & Behavior</i>, 25(3), 233-255. • Stone, C. R. (2008). What plagiarism was not: Some preliminary observations on classical Chinese attitudes toward what the west calls intellectual Property. <i>Marquette Law Review</i>, 92, p. 199-227. (Optional)
Assignment:	<ul style="list-style-type: none"> • Assignment 4: Graphic Organizer: Education (20 minutes)
Integration: Participants will complete Assignment 5 and Reflection 2	
Assignment:	<ul style="list-style-type: none"> • Assignment 5: Graphic Organizer: Plagiarism Contextualized (20 minutes) • Reflection 2: Educational Differences/Concept of Plagiarism (30 minutes)

Notes. A written and/or audio presentation will accompany the video clips.

Assignment 4: Graphic Organizer: Education

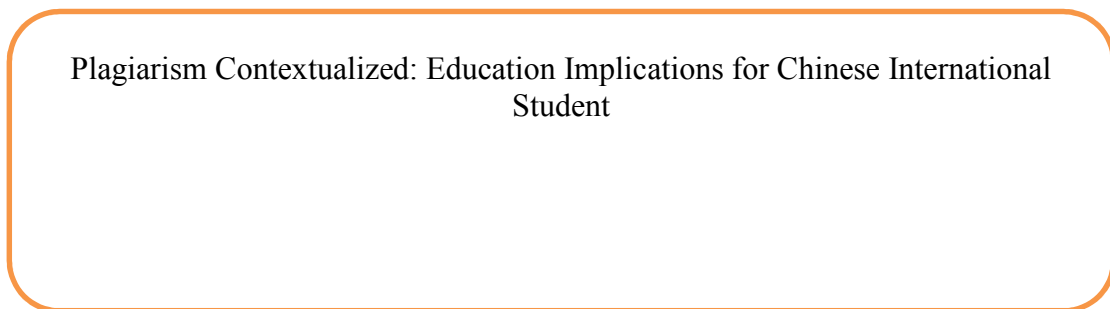
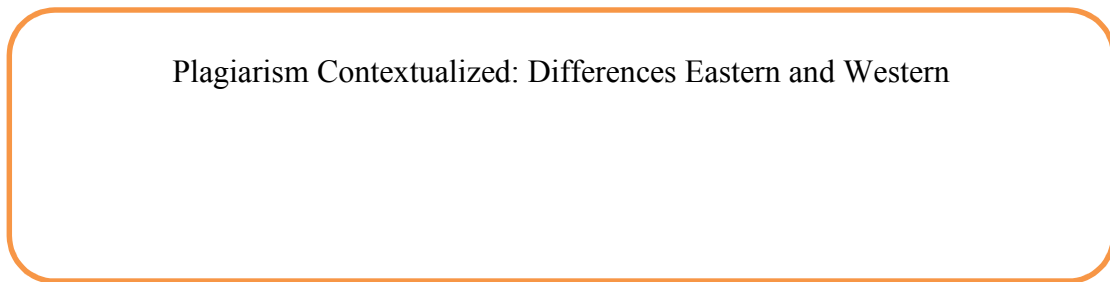
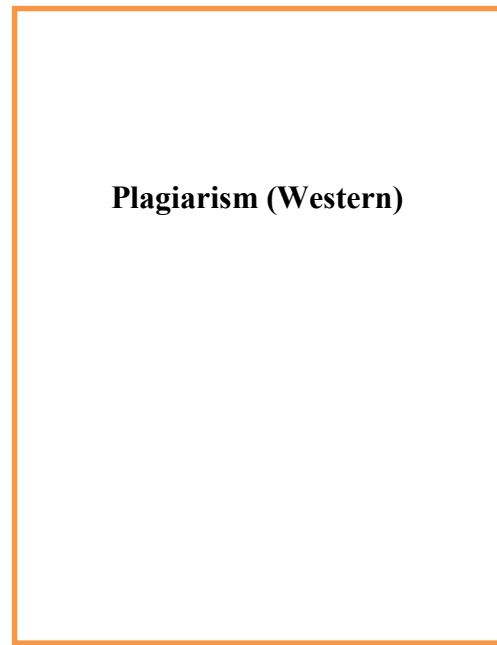
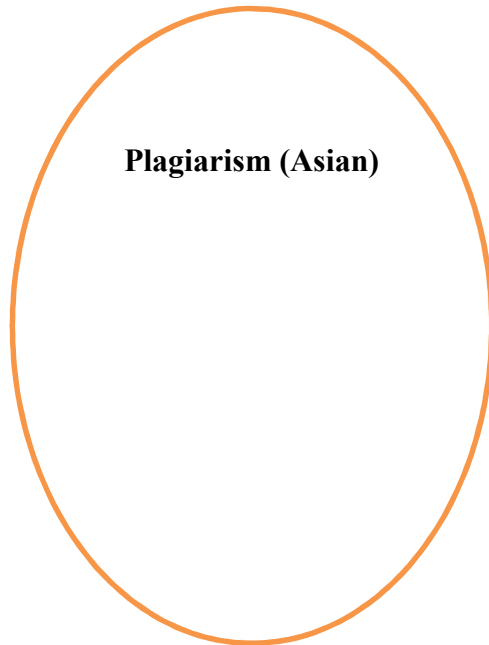
Education (Asian)

Education (Western)

Education: Differences: Eastern and Western

Chinese International Student: Educational Implications

Assignment 5: Graphic Organizer: Plagiarism Contextualized



Reflection 2: Educational Differences/Concept of Plagiarism

Learning methodologies are culturally bound in the values, behaviors, and skills of the educational system and refined over time. For instructors in higher education the academic culture of their field is clear; however, beliefs are rarely overt. Traditionally, behavior is understood regarding out-of-class collaboration, mindsets on cheating, and intellectual property. These areas can be potential causes for miscommunication and confusion when we engage individuals who have learned another way. For example, below are quotes from Chinese student participants' (SP) who were interviewed for this doctoral project:

SP 1: "We don't have any sense of copyright."

SP 3: It's a bad thing in our culture. But, the Chinese education system cares about the grade and about the result. So, if people don't have the ability to achieve their goals, they will use a shortcut, which is stealing, like plagiarism.

SP 4: Our country has a very different view. A key factor is the relationship to people. We have more close ties between people than in the United States...But, in China, it is totally different. You need to keep very good relationship with your supervisors—the dean's office, the president, and other students. You need to keep and balance the relationship between all people. So, some people sometimes copy somebody's work. And you are very good friends with the director or he says, 'Don't tell other people. I know that you're good, but do not tell other people, because we are friends'. So it's the relationship in China that is more important than the United States. It's a different thing.

SP 6: I think in China and America it's not the same. Because I think that maybe Chinese were okay sometimes. In Chinese, we may use five words to say something and it cannot change. So, in Chinese if you copy something, it's difficult to change, but in America or in English you can use lots of words and change it.

SP 8: We don't really call plagiarism as plagiarism. We call it borrow someone's ideas, if you want to get a paper, like a research paper, use a lot of the scholar's ideas. We kind of like borrow ideas, we don't really say it's plagiarism in that way.

In reviewing the SP quotes, differences in cognitive competencies between Chinese and Western education and concept of plagiarism are revealed. Reflecting on Assignment 3: Venn Diagram Culture (Session 1), Assignment 4: Graphic Organizer: Education, and Assignment 5: Graphic Organizer: Plagiarism Contextualized, articulate the Chinese and Western cultural and educational differences and concepts of plagiarism. Please submit a copy of Reflection 2 to the Drop Box.

Session 2: PowerPoint Presentation

Slide 1 Education: Asian and Western

- Plagiarism Contextualized (meaning, classification, constructs): Asian and Western.

Slide 2 Prior Knowledge

- Please take some time to review Assignment 3: Venn Diagram Culture from Session 1 before moving onto the Session 2 lecture.

Slide 3 Education: Asian

Slide 4 Education: Asian

- Knowledge is attained outside of the self-learning is based on prior knowledge process of continuous adjustment to attain enlightenment and happiness questioning and challenging others' thoughts or testing personal hypotheses is discouraged.

Facilitator Notes. The Chinese education tradition is conceptualized through the hierarchical constructs of knowledge and learning to bring authoritative order to society

(Wu, 2011). Essential knowledge is attained outside of the self through teachers and books. Additionally, learning is based on prior knowledge as a process of continuous adjustment of the self to attain enlightenment and happiness (Aoki, 2008; Deng, 2011; Wu, 2011). Therefore, questioning and challenging others' thoughts or testing personal hypotheses is discouraged because it disrupts personal happiness and social harmony (Chen, Bennett, & Maton, 2008; Thakkar, 2011).

Slide 5

Education: Asian

- Collectivist text ownership as shared and “owned by the whole society” is “open and broad access to knowledge as common heritage”.

Facilitator Notes. Asian culture support text ownership as shared and “owned by the whole society” (Mundava & Chaudhuri, 2007, p. 171). This collectivist perception denotes the teaching of Confucianism, which advocates for “open and broad access to knowledge as common heritage” (Shi, 2006, p. 265). Within the concept of a Confucius collectivist consciousness, text ownership is not recognized. Rather, text is only of value in a relational paradigm that reinforces the value of practical fundamental knowledge, desire for structure, diligence in work, and respect for authority (Aoki, 2008).

Slide 6

Education: Asian

- Copying teachers or revered authority figures is encouraged as a modality to engage students' capacities to learn actively and guide the learning of virtuous behaviors.
- Student demonstrates achievement by rote memorization and recitation of new information.

Facilitator Notes: Within the Chinese education tradition, copying teachers or revered authority figures is encouraged as a modality to engage students' capacities to learn actively and guide the learning of virtuous behaviors (Aoki, 2008; Chou, 2010;

Coopamah & Khan, 2011; Pennycook, 1996). In this way, a student demonstrates achievement by rote memorization and recitation of new information (Deng, 2011).

Slide 7

Education

- The Asian concept of plagiarism a cultural impediment; no equivalent word exists in their native language to view communication as a holistic process that regulates verbal interactions, social standing, and desire to maintain social harmony.

Facilitator Notes. Shi (2006) articulated that some Asian students found the concept of plagiarism a cultural impediment because they had not encountered the term prior to coming to the United States. Additionally, some students noted that no equivalent word exists in their native language, and, if they were aware of the word, the definition would be different. Chinese cultural teachings view communication as a holistic process that regulates verbal interactions, makes one aware of his or her social standing, and supports the innate desire to maintain social harmony. This view of communication lends to controlled, implicit, and less challenging feedback than that seen in Western teachings (Chen, 2009a, 2009b).

Slide 8

Education: Asian

- Paraphrasing is plagiarism: Rephrasing texts may not offer the same clarity and students may not be able to state the original text effectively.
- Education does not include writing essays.
- Rote memorization and recitation is encouraged; less emphasis on referencing.

Facilitator Notes. Communication as a holistic process extends to the written word of authority and scholars in Asian society (Pennycook, 1996). Qualitative narratives from Asian students put forth the belief that paraphrasing is plagiarism because rephrasing texts may not offer the same clarity, or the student may not be able to state the original text effectively. Additionally, education preparation among Asian students does not

include writing essays; rather, these students engage in rote memorization and recitation (Pennycook, 1996; Tran, 2012, 2013). This educational view offers Asian students minimal opportunities to develop academic writing and language skills (Song-Turner, 2008; Stappenbelt, 2012). Therefore, less emphasis is placed on referencing because, in the Confucian tradition, text ownership is only of value in a relational paradigm.

Slide 9 Assignment 4: Education (Asian)

- Complete the Education (Asian) section for Assignment 4: Graphic Organizer: Education before moving to the next section.

Slide 10 Education: Western

Slide 11 Education: Western

- Influence of Socrates' teachings
- Critical inquiry based on mental skills thinking
- Critical discourse for truth that is achieved through communication learned and developed truth outside of the self

Facilitator Notes. The influence of Socrates' teachings on Western education is reflected in the use of critical inquiry based on mental skills, thinking critically, and discourse for truth that is achieved through communication. Essential to each of these components is the exchange of ideas, which suggest, "Critical discussion and debates are hence emphasized and valued" (Kühnen et al., 2012, p. 60). To develop the mental skills to think critically, habits and character traits must be learned and developed. Therefore, education is predicated on the belief that truth is outside of the self. Knowledge is attained through questioning, reflection, and evaluation of personal understanding by engaging in debate and communication (Aoki, 2008; Wu, 2011).

Slide 12

Western

- Students are encouraged to discuss and question, formulate and test their learning, and integrate new knowledge
- Education is an ongoing learner-directed process of clarifying and validating one's position through reflection

Facilitator Notes. Socrates considered that only through critical discourse, wherein constituents abide by the rule of logic, could the truth be revealed (Kühnen et al., 2012). Students are encouraged to discuss and question peers' and authorities' beliefs, formulate and test their learning, and integrate new knowledge (Aoki, 2008). Thus, education in the West is an ongoing learner-directed process of clarifying and validating one's position through reflective thought that is compatible to a collective understanding of the world (Boghossian, 2006).

Slide 13

Education: Western

- Discourse may facilitate the development of strategies for understanding, evaluating, and learning
- Link new and prior learning or experiences
- Encourages the use of higher-order thinking to resolve discrepant concepts

Facilitator Notes. More importantly, discourse may facilitate the development of strategies for understanding, evaluating, and learning, which require linking new and prior learning or experiences and encouraging the use of higher-order thinking to resolve discrepant concepts. These activities lead to the acquisition of new knowledge that is, to some degree, self-made. Thus, the Western education tradition focuses on critical thinking and active discourse of one's beliefs and wisdom that goes beyond the obvious. The central learning viewpoint is that of doubt and an inclination to provoke thought with contrasting interpretations on content, regardless of one's social status.

Slide 14 Assignment 4: Education (Western)

- Please complete the Education (Western) section for Assignment 4: Graphic Organizer: Education before moving to the next section.

Slide 15 Education: Comparison

Characteristic	Socratic	Confucian
Reasoning	Empiricist	Intuitive
Decision making	Individualistic	Group
Relationships	Constructive	Hierarchical

(Aoki, 2008; Confucius, 479 B.C./1970; Littlejohn, 2010; Tu, 1996; Wu, 2011)

Facilitator Notes. The table compares the Socratic and Confucian views of reasoning, decision-making, and relationship as they relate to learning styles. The Socratic view takes an empiricist approach, which stresses the importance of experiences and evidence. Conversely, the Confucian view takes an intuitive approach, which can be considered a reflective process that relies on the senses. Concerning decision-making, the Socratic view is individualistic in that one's decisions are his or her own. On the other hand, the Confucian views decision making as a collective effort, which supports the concepts of societal collectivism and conscientiousness (Aoki, 2008; Confucius, 479 B.C./1979; Littlejohn, 2010; Tu, 1996; Wu, 2011). The Socratic approach views relationships as constructive; the Confucian approach views them as hierarchical.

Slide 16 Plagiarism Contextualized: Asian and Western

Facilitator Notes. Beyond educational and cultural differences, other factors exist that may influence international students' educational processes including their historical, political, and social experiences (Russikoff, Fucaloro, & Salkauskiene, 2003).

Compounding the educational experiences of this student population may be a limited working understanding of Western academic cultural expectations on source use and textual practices. This lack of knowledge increases the potential for plagiarism, which can bring about serious consequences.

Slide 17 Plagiarism Contextualized

- Extensive research has been conducted grounded in a Western context
- Does not address cultural underpinning
- Chinese international students' view of Western concept of plagiarism is unclear. Is this cultural or a lack of knowledge of Western beliefs?

Facilitator Notes. Extensive research has been conducted on plagiarism (Burras, McGoldrick, & Schuhmann, 2007; McCabe, 1992, 2001; Megehee & Spake, 2008; Murdock, Beauchamp, & Hinton, 2008; Sykes & Matza, 1957; Vandehey, Diekhoff, & Labeff, 2007; Volpe, Davidson, & Bell, 2008). Research is grounded in a Western context and tends to ignore the cultural underpinnings of plagiarism among Chinese international students. Whether these students' views of plagiarism arose from their culture or from a lack of knowledge of Western beliefs of plagiarism is not clear.

Slide 18 Plagiarism Contextualized

- Western culture regards text as an instrument for insight into truth to create understanding—one examines others' ideas, weighs knowledge, challenges prevailing knowledge, develops connections, and create new understanding.

Facilitator Notes. Pertinent to this study are the epistemological cultural principles about the connection between text, knowledge, imitation, and learning (Pennycook, 1996). In Western culture, epistemological principles regard text as an instrument for insight into truth and to create understanding whereby one examines others' ideas, weighs obtained knowledge, challenges prevailing knowledge, and develops connections in consistent discourse to create new understanding (Tweed & Lehmann, 2002). Advancement of ideas and original thoughts are held in high-esteem (Pennycook, 1996; Scollon, 1995); as a result, the delineation of one's own and other's ideas and the relation between the two are valued (Abasi, Akbari, & Graves, 2006; Howard, 1995).

Slide 19 Plagiarism Contextualized

- Chinese culture is depicted by the belief that debate and disagreement are disruptive to personal happiness and social harmony.
- Text is regarded less as a path for structuring understanding as a source of knowledge and channel or communicating knowledge to become proficient at respected wisdom as public domain.
- Essential to education is memorization, reiteration, and replication.

Facilitator Notes. The epistemological importance of original thought, creating new understanding, and individual efficacy dissuades memorization, reiteration, and replication as learning strategies for knowledge acquisition. However, these epistemological principles are not unanimously shared (Abasi et al., 2006; Leask, 2006; Li, 2003). For example, Chinese culture is depicted by an epistemological belief that debate and disagreement are disruptive to personal happiness and social harmony (Chen et al., 2008; Thakkar, 2011). Additionally, text is regarded less as a path for structuring understanding than as a source of knowledge or a channel of communicating knowledge (Hayes & Introna, 2006). Becoming proficient at respected wisdom that is transmitted through respected texts recognized as public domain is considered essential to education in Chinese culture (Stone, 2008). Memorization, reiteration, and replication are also esteemed as valuable learning strategies to obtain knowledge (Chen et al., 2008; Thakkar, 2011). Different cultural experiences of textual customs that represent plagiarism are based likely on cultural epistemology (Pennycook, 1996; Stone, 2008).

Slide 20 Assignment 5: Graphic Organizer: Plagiarism Contextualized

- Complete Assignment 5

Slide 21 Concluding Activity: Reflection

- Complete Reflection 2: Educational Differences/Concept of Plagiarism
- When finished, submit a copy to the course Drop Box

Session 3: Western-Based Plagiarism Contextualized (Face-To-Face)

Lesson Number and Title: Session 3 (Face-to-Face) Western-based plagiarism contextualized	
Lesson Description: Demonstrate knowledge of Chinese students' personal and social characteristics and understand how student diversity and the Western-based concept of plagiarism affect teaching, learning, and assessment.	
Lesson Outcomes: Participants will be able to outline the basic principles of Chinese students' personal and social characteristics and how using the Western-based concepts of plagiarism affects learning, assignment completion, and assessment.	
Activation: Sorting activity with 4 teams of 5 for the Integration phase. Participants will review Assignments 4 and 5 (Session 2).	
Resources/Media Notes	
Assignments:	
<ul style="list-style-type: none"> Review Assignments 4 & 5 (Session 2) to access prior knowledge and learning before moving to the next activity. 	
Demonstration: Panel Discussion: 1 moderator and 3 Chinese International Students. Topic: Chinese students' personal and social characteristics and Western-based concepts of plagiarism (5-8 minutes Panelists; 20-minute Q&A).	
Material:	
<ul style="list-style-type: none"> Worksheet 1: Graphic Organizer Panel: 3 Chinese International Students 	
Application: Group Discussion: Effect of Chinese students' personal and social characteristics and how using the Western-based concept of plagiarism affects learning, assignment completion, and assessment performance. (20 minutes).	
Materials:	
<ul style="list-style-type: none"> Assignment 3: Venn Diagram Culture (Session 1) Assignment 4: Graphic Organizer: Education (Session 2) Assignment 5: Graphic Organizer: Plagiarism (Session 2) 	
Assignment:	
<ul style="list-style-type: none"> Worksheet 1: Graphic Organizer: Chinese students' personal and social characteristics and the Western-based concept of plagiarism (15 minutes). 	
Integration: Group Share: Each table will have a sealed envelope with one word. Groups will prepare a 1-minute synthesis of their words and share in class (10 min.).	
Materials:	
<ul style="list-style-type: none"> Colored 3 x 5 index cards (4 colors, 5 each) Assignments 4 & 5 (Session 2) Worksheet 1: Bulletin Board Paper; Black marker; 4 envelopes-each envelope contains one word (ethnicity, gender, language, or implications) 	
Assignment:	
<ul style="list-style-type: none"> Reflection 3: Culture, Education, Western-based Plagiarism Contextualized (20 minutes) 	

Worksheet 1: Graphic Organizer: Chinese students' Personal and Social Characteristics and Western-Based Concepts of Plagiarism.

Chinese students' personal and social characteristics: Ethnicity

Chinese students' personal and social characteristics: Gender

Chinese students' personal and social characteristics: Language

Implications: Learning & Western-based Concepts of Plagiarism

Reflection 3: Culture, Education, Western-based Plagiarism Contextualized

In Session 1, we looked at how culture organizes and socially reinforces the environment and learning. You were asked to consider your influence on the learning paradigm, what formal and informal instructional practices you use to cultivate your cultural sensitivity, and how you help international students develop meta-cultural sensitivity. In Session 2, we addressed how learning is culturally bound in the values, behaviors, and skills of the educational system and refined through the years. As well as how expected behavior can be miscommunicated and confusing when engaging individuals who have learned another way. In Session 3, we discussed Chinese students' personal and social characteristics (e.g., ethnicity, gender, language) and Western-based concepts of plagiarism. As you synthesize the three sessions, what new understanding have you come to about how Chinese international students conceptualize Western-based plagiarism and how this conceptualization effects their learning and academic success? What aspects of these sessions can you use and adapt for your instruction? Please submit a copy of Reflection3 to the Drop Box.

Session 3: PowerPoint Presentation

Slide 1 Western-based Plagiarism Contextualized (meaning, classification, constructs)

Slide 2 Organization

- Please sit at the table that corresponds to the 3 x 5 card you were handed when you entered.
- Introduce yourself to everyone seated at your table.
- Make sure you have picked up worksheet 1.

Facilitator Notes. Welcome to our first of three face-to-face sessions. This session will summarize our focus on Western-based plagiarism contextualized (meaning, classification, constructs) before we move on Plagiarism Ethos. As we begin our session, please double check that you are seated at the table that corresponds to the 3 x 5 card you

- Complete Reflection 3: Culture, Education, Western-based Plagiarism Contextualized. When finished, submit a copy to the course Drop Box

Slide 9

Concluding Comments

- Please remember Sessions 4 and 5 will be online.
- We will meet in this room for Session 6 in 3 weeks' time.

Session 4: Plagiarism Ethos

Lesson Number and Title: Session 4 (Online) Plagiarism Ethos	
Lesson Description: Illustrate factors that affect Chinese students' learning of academic content, language, culture, and the Western-based concept of plagiarism.	
Lesson Outcomes: Participants will be able to apply principles of culturally relevant research-based practices to plan lessons and exams that integrate the Western-based concept of plagiarism.	
Activation: Participants will view Cultural Competence: A Key Competence of the 21st Century and Define Intercultural Competence.	
Resources/Media Notes	
Materials:	<ul style="list-style-type: none"> Cultural Competence: A Key Competence of the 21st Century (1:44) https://www.youtube.com/watch?v=zsBRMMAYZ0U Defining Intercultural Competence (4:00) https://www.youtube.com/watch?v=SJqBhLgSNQY
Assignments:	<ul style="list-style-type: none"> Worksheet 2: Culture, Cultural Competence, Intercultural Competence
Demonstration: Participants will work through content contained within the Materials and Readings. Participants will view Bennett's Developmental Model of Intercultural Sensitivity (DMIS) and Strategies for Teaching Culturally Diverse Students.	
Material:	<ul style="list-style-type: none"> PowerPoint 4: Session 4 (10 minutes) Bennett's Developmental Model of Intercultural Sensitivity (DMIS) (9:51) https://www.youtube.com/watch?v=6vKRFH2Wm6Y Strategies for Teaching Culturally Diverse Students (4:27) https://www.youtube.com/watch?v=tPutapc9gB8
Enrichment:	<ul style="list-style-type: none"> Seven Principals for Culturally Responsive Teaching and Learning (32:14) https://www.youtube.com/watch?v=IptefRjN4DY
Reading:	<ul style="list-style-type: none"> Lee, A., Poch, R., Shaw, M., & Williams, R. D. (Eds.). (2012c). The need for intercultural competency development in classrooms [Monograph]. <i>ASHE</i>, 38(2), 1-21. doi: 10.1002/aehe.20002.
Assignment:	<ul style="list-style-type: none"> Assignment 6: Graphic Organizer: Culturally Relevant Pedagogy/Teaching (20 minutes)

Application: Participants will work through content contained within the Materials and Readings. Participants will view culturally competence and read, *Understanding Intercultural Competence and its Development*. Total time is approximately 40 minutes. Participants will complete Assignment 7: Graphic Organizer: Culturally Relevant Teaching.

Materials:

- Cultural Competence Continuum (3:02)
https://www.youtube.com/watch?v=_JNUxwHh7j8

Reading:

- Lee, A., Poch, R., Shaw, M., & Williams, R. D. (Eds.). (2012d). Understanding intercultural competence and its development [Monograph]. *ASHE*, 38(2), 23-43.

Assignment:

- Assignment 7: Culturally Relevant Teaching

Integration: After participants have completed the demonstration and application, they will complete Reflection 4: Culturally Relevant Teaching (approximately 15 minutes).

Assignment:

- Reflection 4: Culturally Relevant Teaching

Worksheet 2: Culture, Cultural Competence, Intercultural Competence

What is culture?

What is cultural competence? Why is cultural competence important in the 21st century?

Define Intercultural Competence.

List the 3 dimensions and the 2 components of cultural competence.

Assignment 6: Graphic Organizer: Culturally Relevant Pedagogy/Teaching

Culturally Relevant Pedagogy

Culturally Relevant Teaching

Characteristics of Culturally Relevant Teaching

Assignment 7: Culturally Relevant Teaching

What does culturally relevant teaching look like in practice (i.e., example)?

List the characteristics of culturally relevant teaching that you do not currently use?

Reflection 4: Culturally Relevant Teaching

Today we examined the tenants of culturally relevant pedagogy theory and discussed the requirements of culturally relevant teaching practices. You were asked to identify components of culturally relevant teaching that you currently integrate into your teaching responsibilities as well as those that you have yet to incorporate. What challenges do you confront in adapting components of culturally relevant teaching that you are not currently using? How might these challenges be resolved? Please submit a copy of Reflection 4 to the Drop Box.

Session 4: PowerPoint Presentation

Slide 1 Session 4: PowerPoint

- Culturally Responsive Pedagogy
- Culturally Relevant Teaching
- Culturally Relevant Teacher

Slide 2 Prior Knowledge

- View Cultural Competence: A Key Competence of the 21st century and Defining Intercultural Competence.
- Complete Worksheet 2: Culture, Cultural Competence, Intercultural Competence before continuing to the next slide.

Slide 3 Culturally Relevant Pedagogy

Facilitator Notes: We may understand or come to know a culture through the food, music, dance, and crafts of a particular culture or ethnic group. Although valuable, these experiences only provide us with knowledge that there is something different from or like our own cultures. We also know that generations, gender, and language shape one's life and experiences; therefore, these factors must also be considered in education, identified as culturally relevant teaching, and grounded in the theory of culturally relevant pedagogy.

Slide 4 Culturally Relevant Pedagogy

- Meeting the needs of diverse learners
- Academic
- Social

Facilitator Notes: Ladson-Billings (1994) concluded that culture shapes learning as it influences expressive and receptive language, behavior, and thinking processes of groups and individuals. Culturally relevant pedagogy is a teaching method designed to fit the policies and procedures of an institution. Culturally relevant pedagogy also serves as the foundation to guide learning opportunities that foster achievement and nurture academic, social, emotional, cultural, physiological, and construct knowledge factors (Abbate-Vaughn, Frechon, & Wright, 2010; Au & Jordan, 1981; Bednarz, Schim, & Doorenbos, 2010; Cazden & Leggett, 1981; Esposito & Swain, 2009; Gay, 2000; Hawley & Nieto, 2010; Johnston, 2010; Jordan & Tharp, 1979; Ladson-Billings, 1994, 2009; Ladson-Billings & Tate, 1995; Mohatt & Erickson, 1981; Rhodes, 2013; Zhou & Fischer, 2013).

Culturally relevant pedagogy combines investigations of mainstream ideology (i.e., culture) and socioeconomic influences on instruction and learning. As such, instruction is created using “cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It is culturally validating and affirming” (Gay, 2000, p. 29).

Slide 5 Culturally Relevant Teaching

Slide 6 Culturally Relevant Teaching

Facilitator Notes: Ladson-Billings (1992) defined culturally relevant teaching as a “kind of teaching that is designed not merely to fit the school culture to the students’ culture but also to use student culture as the basis for helping students understand themselves and others, structure social interactions, and conceptualize knowledge” (p. 314).

Slide 7 Culturally Relevant Teacher

Slide 8 Culturally Relevant Teacher

- Develops sociocultural conscious-affirming students from diverse backgrounds responsible for and capable of bringing about educational change (Villegas & Lucas, 2002).

Facilitator Notes: Villegas and Lucas (2002) viewed culturally relevant teachers as those committed to becoming socioculturally conscious. This awareness occurs by recognizing that reality can have multiple ways of being perceived and it is influenced by one's social order. To develop affirming students from diverse backgrounds, the educator considers students as resources to build learning opportunities rather than seeing their differences as something to overcome. These educators see themselves as agents of change capable of bringing about educational change to help the school community be more responsive to all students.

Slide 9 Culturally Relevant Teacher

- Understands that learning encompasses constructing knowledge and produces that encourage knowledge building that is familiar to students' lives.
- Constructs learning that builds on what is known about students' lives with high expectations for learning outcomes (Villegas & Lucas, 2002).

Facilitator Notes: The teacher is committed to understanding how learners construct knowledge and is capable of promoting learners' knowledge construction. The teacher is familiar with his or her students' lives, and constructs learning that builds on what is known about their lives with high expectations for learning outcomes.

Slide 10 Assignment 6: Graphic Organizer:

- Culturally Relevant Pedagogy and Teaching

- Complete Assignment 6: Graphic Organizer: Culturally Relevant Pedagogy/Teaching before moving to the next section.

Slide 11 Teaching Culturally Diverse Students

- Watch Bennett's Developmental Model of Intercultural Sensitivity (DMIS) and Strategies for Teaching Culturally Diverse Students. Links are found on Blackboard.
- Read, *The Need for Intercultural Competency Development in Classrooms*.

Slide 12 Assignment 7: Culturally Relevant Teaching

- Complete Assignment 7: Culturally Relevant Teaching before moving to the next section.

Slide 13 Concluding Activity: Reflection

- Complete Reflection 4: Culturally Relevant Teaching
- When finished, submit a copy to the course Drop Box

Facilitator Notes: To close Session 4, reflect on the content presented and the activities you engaged in to complete Reflection 4. When finished, post Reflection 4 to the Drop Box.

Session 5 Lesson Design

Lesson Number and Title: Session 5 (Online) Plagiarism Ethos	
Lesson Description: Illustrate factors that affect Chinese students' learning of academic content, language, culture, and the Western-based concept of plagiarism.	
Lesson Outcomes: Participants will be able to apply principles of culturally relevant research-based practices to plan lessons and exams that integrate the Western-based concept of plagiarism.	
Activation: Participants will explore the information and be encouraged to visit links contained on Blackboard. Participants will be asked to review Assignments 4 and 5 (Session 2) before moving on (approximately 10 minutes).	
Resources/Media Notes	
Materials:	
<ul style="list-style-type: none"> • Assignment 4: Graphic Organizer: Education (Session 2) • Assignment 5: Graphic Organizer: Plagiarism Contextualized (Session 2) 	
Demonstration: Participants will explore plagiarism ethos, which include stealing/copying/cheating, ethics, property rights and originality. Participants will also review current research (approximately 40 minutes).	
Material:	
<ul style="list-style-type: none"> • PowerPoint 5: Session 5 	
Assignment:	
<ul style="list-style-type: none"> • Assignment 7: Current Research 	
Application: Participants work through content contained within the Readings and Assignment (approximately 55 minutes).	
Reading:	
<ul style="list-style-type: none"> • Lee, A., Poch, R., Shaw, M., & Williams, R. D. (Eds.). (2012a). Developing a pedagogy that supports intercultural competence [Monograph]. <i>ASHE</i>, 38(2), 45-63. 	
Assignment:	
<ul style="list-style-type: none"> • Worksheet 4: Developing a Pedagogy that Supports Intercultural Competence 	
Integration: After participants have completed the demonstration and application, they will complete Reflection 5: Plagiarism Ethos and Developing Intercultural Competence (approximately 15 minutes).	
Assignment:	
<ul style="list-style-type: none"> • Reflection 5: Plagiarism Ethos and Developing Intercultural Competence. 	

Assignment 8: Current Research

What conclusions can you draw from the PowerPoint about Chinese international students' views of and experiences with the Western-based concept of plagiarism ethos?

Based on your conclusions drawn from the PowerPoint, what factors or supportive actions influence Chinese international students' views of and experiences with the Western-based concept of plagiarism.

Competence. The reading guide is provided as a tool to help organize your thoughts and ideas.

The purpose of the article is:

Institutional Context

Beyond Content and Content-Based Pedagogy

The Challenge of Intercultural Pedagogy

An Integrated Framework for Intercultural Learning

Intercultural Pedagogical Principles

Developing Intercultural Pedagogy—A Continuous Process that Happens Over Time

Facilitator Notes: Plagiarism ethos reflects how participants comprehended the fundamental and created characteristics of Western-based plagiarism. The theme integrated viewpoints of indiscretions that were counter to the goal and resolve of education, unmerited credit, lack of honesty and integrity, personal principles, values, character, professionalism, intellectual property and copyright, and conceptual and application role of originality.

Slide 4 Plagiarism Ethos: Stealing/Copying/Cheating, Ethics,

Property Rights, & Originality

Facilitator Notes: Plagiarism has been connected to the stealing of others' ideas and writing, a belief based in the perception of authenticity, authorship, originality, and proprietorship of communication and thought (Leight, 1999; Pennycook, 1996; Scollon, 1994; Sutherland-Smith, 2005). Another traditional point of view is that plagiarism is a moral transgression (Howard, 1995; Valentine, 2006). Pecorari (2008) concluded, "The received view of plagiarism as an act of fraud implies that it is a deliberate act, an act of intentional deception" (p. 224). Intrinsically, educators have often linked plagiarism to cheating or deception (Borg, 2009). Conversely, some incidences of plagiarism may not be moral transgressions but unintentional (Abasi et al., 2006; Leight, 1999; Pecorari, 2003; Pennycook, 1996; Scollon, 1994; Shi, 2006; Sutherland-Smith, 2005).

Slide 5 Current Research

- "Copy," "cheat," "It's like stealing"
- "It's kind of like you have to be honest. If you want success, you have to be, to be honest. And we have a class of politics, it also tell us you have to be honest with them. Parents are going to teach us too"
- "You didn't think for yourself. You didn't figure out by your own brain. And you just manually copy your number from other people, and the result is done by other guys."

Facilitator Notes: Students who participated in the study intellectualized plagiarism in much the same way. To describe their Western-based plagiarism beliefs, three students used “copy,” one used “cheat,” and one said, “It’s like stealing.” Threaded throughout the interviews was the notion that plagiarism is a violation of one’s character or principles. For example, SP 3 reported, “It’s kind of like you have to be honest. If you want success, you have to be, to be honest. And we have a class of politics, it also tell us you have to be honest with them. Parents are going to teach us too.”

Additionally, SP 2 characterized plagiarism as a lapse of personal principles: “You didn’t think for yourself. You didn’t figure out by your own brain. And you just manually copy your number from other people, and the result is done by other guys.”

Slide 6

Current Research

- “If I write a book, other people cannot copy it. And if others want to use it she or he should write my names.”
- “Use of some other information without permission.”
- “It’s immoral, I think. It’s like steal others stuff, you know. Although it’s intangible property, it’s like stealing.”

Facilitator Notes: Three students articulated intellectual property beyond addressing plagiarism as a lapse of personal principles. Concerning the ownership of work, SP 6 expressed, “If I write a book, other people cannot copy it. And if others want to use it she or he should write my names.” SP 8 related plagiarism as the “use of some other information without permission.” Additionally, SP 3 conveyed, “It’s immoral, I think. It’s like steal others stuff, you know. Although it’s intangible property, it’s like stealing.” Regardless of the derivation and nature of plagiarism, participants generally regarded Western-based plagiarism as a breaking of principles.

Slide 7

Current Research

- “We don’t have any sense of copyright”
- “It’s a bad thing in our culture. But, the Chinese education system cares about the grade and about the result. So, if people don’t have the ability to achieve their goals, they will use a shortcut, which is stealing, like plagiarism.”

Facilitator Notes: Examining student participants’ interview data from the Chinese cultural background revealed a separation between Western-based plagiarism and their native social structure. Confucian tradition shapes Chinese social structure and education as a concept of societal collectivism and conscientiousness (Aoki, 2008; Confucius, 479 B.C./1979; Littlejohn, 2010; Tu, 1996; Wu, 2011) that guide their worldviews to foster ideas that are “owned by the whole society” (Mundava & Chaudhuri, 2007, p. 171). This concept was evidenced in SP 1’s response, Whereas, SP 3 rationalized the disconnect as: “It’s a bad thing in our culture. But, the Chinese education system cares about the grade and about the result. So, if people don’t have the ability to achieve their goals they will use a shortcut, which is stealing, like plagiarism.”

Slide 8

Current Research

- “Our country has a very different view. A key factor is the relationship to people. We have more close ties between people than in the United States...But, in China, it is totally different. You need to keep very good relationship with your supervisors—the dean’s office, the president, and other students. You need to keep and balance the relationship between all people. So, some people sometimes copy somebody’s work. And you are very good friends with the director or he says, ‘Don’t tell other people. I know that you’re good, but do not tell other people, because we are friends’. So, it’s the relationship in China that is more important than the United States. It’s a different thing.”

Facilitator Notes: SP 4’s explanation supported SP 3’s view: “Our country has a very different view. A key factor is the relationship to people. We have more close ties between people than in the United States...But, in China, it is totally different. You need to keep very good relationship with your supervisors—the dean’s office, the president, and other students. You need to keep and balance the relationship between all people. So, some people sometimes copy somebody’s work. And you are very good friends with the director or he says, ‘Don’t tell other people. I know that you’re good, but do not tell other people, because we are friends’. So it’s the relationship in China that is more important than the United States. It’s a different thing.”

Slide 9

Current Research

- “I think in China and America, it’s not the same. Because I think that maybe Chinese were okay sometimes. In Chinese, we may use five words to say something and it cannot change. So, in Chinese if you copy something, it’s difficult to change, but in America or in English you can use lots of words and change it.”
- “We don’t really call plagiarism as plagiarism. We call it borrow someone’s ideas, if you want to get a paper, like a research paper, use a lot of the scholar’s ideas. We kind of like borrow ideas, we don’t really say it’s plagiarism in that way.”

Facilitator Notes: Comparing Western-based plagiarism and Chinese academic standard, SP 6 stated, “I think in China and America, it’s not the same. Because I think that maybe Chinese were okay sometimes. In Chinese, we may use five words to say something and it cannot change. So, in Chinese if you copy something. It’s difficult to change, but in America or in English you can use lots of words and change it.”

SP 8’s evaluative synthesis represented the essence of student participants’ views of Western-based plagiarism and Chinese societal collectivism and conscientiousness: “We don’t really call plagiarism as plagiarism. We call it borrow someone’s ideas, if you want

to get a paper, like a research paper, use a lot of the scholar's ideas. We kind of like borrow ideas, we don't really say it's plagiarism in that way.”

Slide 10 Assignment 7: Current Research

- Complete Assignment 7: Current Research before moving to the next section.

Slide 11 Journal Article

- Read *Developing a pedagogy that supports intercultural competence* and complete Worksheet 4: Developing a Pedagogy that Supports Intercultural Competence before continuing to the next section.

Slide 12 Concluding Activity: Reflection

- Complete Reflection 5: Plagiarism Ethos
- When finished, submit a copy to the course Drop Box

Slide 13 Next Session: Session 6

- Will be Face-to-Face on _____
- Please bring one of your class syllabi or an example of a responsibility you currently perform. You will use these examples during Session 6.

Session 6: Lesson Design

Lesson Number and Title: Session 6 (Face-to-Face) Plagiarism Ethos	
Lesson Description: Use concepts, principles, theories, and research related to nature and role of culture to construct learning environments that support Chinese students' cultural identities and the Western-based concept of plagiarism.	
Lesson Outcomes: Participants will be able to modify their own course syllabi to include evidence of culturally relevant research-based strategies in the lesson assignments and exams for their courses.	
Activation: Participants will be handed a colored 3 x 5 card and be asked to sit at the table with the corresponding color. The sorting will create 4 tables with 5 members. The sorting will be used during the Integration phase of the training. Participants will be asked to introduce themselves to their tablemates and review as a group Assignment 7 (Session 4) and Worksheet 4 (Session 5).	
Resources/Media Notes	
Materials:	
<ul style="list-style-type: none"> • Colored 3 x 5 index cards (4 colors, 5 each) 	
Demonstration: Panel Discussion: 1 moderator, 3 Chinese International Students. Topic: Chinese international students' plagiarism ethos and Western-based concepts of plagiarism (30 minutes-15 minutes discussion (each panelist will speak for 3-5 minutes), 15 minutes Question & Answers. Participants will be encouraged to write notes, thoughts, and detail using Worksheet 5.	
Material:	
<ul style="list-style-type: none"> • Worksheet 5: Graphic Organizer: Chinese International Students' Plagiarism Ethos (stealing/copying/cheating, ethics, property rights and originality) and Western-Based Concepts of Plagiarism • Panel: 3 Chinese International Students 	
Application: Participants will complete Worksheet 5. Group Discussion: Topic: Affect of Chinese International students' views and understanding of the Western-based concept of plagiarism ethos on teaching, learning, and assessment (15-minute discussion, 10-minutes feedback).	
Materials:	
<ul style="list-style-type: none"> • Worksheet 2 (Session 4) • Assignment 6 (Session 4) • Assignment 7 (Session 4) • Assignment 8 (Session 5) • Worksheet 4 (Session 5) • Worksheet 5 	

Integration: Participants will be encouraged to write notes, thoughts, and details using Worksheet 6: Application of Culturally Responsive Teaching. Group Discussion Topic: How do you envision incorporating the six core principles of intercultural competences into your teaching and assessment? Provide specific examples. (*Participants will be encouraged to use the syllabi they brought or their current responsibilities as examples;* 25 minutes). Group Share: Each table will have a sealed envelope with one core principle of intercultural competencies (i.e., Develops a sociocultural conscious, Affirms students from diverse backgrounds, Responsible for and capable of bringing about educational change, Understands learning encompasses constructing knowledge and produces instances that encourages knowledge building, Familiar with the lives of students, Constructs learning that builds on what is known about the students' lives with high expectation learning outcomes). Each table will be asked to prepare a 1-minute overview of specific examples for the phrase found in the envelope. After sharing, the groups will be asked for additional comments (15 minutes). After participants have completed the demonstration and application, they will complete Reflection 6: Culturally Relevant Teaching; Plagiarism Ethos and Developing Intercultural Competence; and Chinese International Students' Plagiarism Ethos

Assignment:

- Worksheet 6: Application of Culturally Responsive Teaching
- Reflection 6: Culturally Relevant Teaching; Plagiarism Ethos and Developing Intercultural Competence; and Chinese International Students' Plagiarism Ethos

Worksheet 5: Graphic Organizer: Chinese International Students' Plagiarism Ethos and Western-Based Concepts of Plagiarism.

Chinese international students' plagiarism ethos: Stealing/copying/cheating

Chinese international students' plagiarism ethos: Ethics

Chinese international students' plagiarism ethos: Property rights and originality

Implications: Instruction, learning & Western-based concepts of plagiarism

Worksheet 6: Application of Culturally Responsive Teaching

Provide specific examples for each of the core intercultural competencies

Develops a sociocultural conscious

Affirms students from diverse backgrounds

Responsible for and capable of bringing about educational change

Understands learning encompasses constructing knowledge and produces instances that encourage knowledge building

Familiar with their students' lives

Constructs learning that builds on what is known about students' lives with high expectation learning outcomes

(Villegas, & Lucas, 2002)

Facilitator Notes: Welcome to our second of three face-to-face sessions. We summarize our focus on Plagiarism ethos (stealing/copying/cheating, ethics, property rights, and originality) before we move on Divergence in the Academic Cultural System. As we being our session, please double check that you are seated at the table that corresponds to the 3 x 5 card you were handed when you entered. Also, please introduce yourself to everyone seated at your table and make sure you have picked up a copy of Worksheets 5 and 6 (wait).

Slide 3 Prior Knowledge

- Please take a few minutes to review: Assignment 4: Graphic Organizer: Education and Assignment 5: Graphic Organizer: Plagiarism Contextualized

Facilitator Notes: Let us take a few minutes to review materials from the fifth session before we move onto today's session. Take a quick look at Assignment 7: Current Research and Worksheet 4: Developing a Pedagogy That Supports Intercultural Competence (wait).

Slide 4 Panel Discussion

- Topic/Focus: Chinese international students' plagiarism ethos (stealing/copying/cheating, ethics, property rights, and originality) and the Western-based concept of plagiarism.
- Panel: Moderator and 3 Chinese International Students (15-minute discussion, 15-minutes question & answer).

Facilitator Notes: We are now going to move onto the tasks for today. The first is a panel discussion with three full-time Chinese international students. The panel discussion will run for about 15 minutes and will be followed by a question and answer session of 15 minutes. Please consider using Worksheet 5 to take notes, jot down thoughts and details, and any questions you may want to ask. Are there any questions before we begin? (Timer will be set for 15 minutes).

Slide 5

Questions & Answers

Facilitator Notes: We are now going to transition into a question and answer session. This session will run for about 15 minutes. Are there any questions before we open it up for questions? Please consider using Worksheet 5 to take notes, jot down thoughts and details, and any questions you may want to ask. Are there any questions before we begin? (Timer will be set for 15 minutes).

In bringing this part of our time together today to a close, I'd like to thank our students for taking time to help us all come to a better understanding of their academic lives in the United States. Please let us show our appreciation. As we transition our focus back to our tables, please focus on Worksheet 5. (Timer will be set for 15 minutes)

Slide 6

Group Discussion

- Topic/Focus: How Chinese international students' views and understandings of the Western-based concept of plagiarism ethos (stealing/copying/cheating, ethics, property rights and originality) affect teaching, learning, and assessment (25 minutes).

Facilitator Notes: As we get ourselves comfortable, I'd like you to think about how Chinese international students' views and understanding of the Western-based concept of plagiarism ethos (stealing/copying/cheating, ethics, property rights and originality) affect teaching, learning, and assessment. This group discussion will last 15 minutes. (Timer will be set for 15 minutes)

Slide 7

Feedback/Debriefing

Facilitator Notes: We will now transition into a feedback/debriefing. This session will run for about 10 minutes. Please consider taking notes, jotting thoughts down, and or writing comments on Worksheet 5. Are there any comments or questions? (Timer will be set for 10 minutes).

Slide 8 Reporting Out Organization

- Each table will choose:
 - A leader who will keep the discussion focused on the topic
 - A recorder who will take notes for the group
 - A reporter who will report out for the group
- Complete one Worksheet 6 for your group
- Sealed envelope

Facilitator Notes: We are going to have another group discussion; however, this time, each group will report their conclusions. Before you begin, please choose a leader who will keep the discussion focused on the topic, a recorder who will take notes for the group, and a recorder who will report out the group.

Slide 9 Group Discussion

- Topic/Focus: How do you envision incorporating the six core principles of intercultural competences into your teaching and assessment? Provide specific examples.

Facilitator Notes: The topic for this discussion is, How do you envision incorporating the six core principles of intercultural competence into your teaching and assessment? Provide specific examples. This group discussion will last 15 minutes. Please consider taking notes and jotting thoughts down on Worksheet 5 (Timer will be set for 15 minutes).

Before we come together as a group, please open the envelope that was placed on your table while you were having your discussion. The envelope contains a card with one of the six core intercultural competencies. This will be the topic you will report out to the whole group. I ask the recorder to write the group's topic conclusions on the bulletin board paper found on each table. Once we have all the bulletin board reports posted, each reporter will explain his or her group's conclusions.

Slide 10

Group Share

Facilitator Notes: I ask that you keep your reporting out to 1 minute. Once everyone has reported out, I will ask for additional comments (Timer will be set for 10 minutes). In closing this group discussion, would anyone like to volunteer to summarize the conclusions made?

Slide 11

Concluding Activity: Reflection

- Complete Reflection 6: Culturally Relevant Teaching; Plagiarism Ethos and Developing Intercultural Competence; and Chinese International Students' Plagiarism Ethos.
- When finished, submit a copy to the course Drop Box

Slide 12

Concluding Comments

- Sessions 7 and 8 will be online.
- We will meet in this room for Session 9 in 3 weeks' time.

Session 7: Lesson Design

Lesson Number and Title: Session 7 (Online) Divergences in academic cultural systems	
Lesson Description: Select appropriate materials and activities to promote culturally responsive pedagogy within bilingual/multilingual/multicultural classrooms.	
Lesson Outcomes: Participants will be able to select materials and create activities that promote a culturally responsive pedagogy.	
Activation: Participants will explore the information and be encouraged to visit links on Blackboard. Participants will view Culturally Responsive Teaching for Diverse Learners. To assist participants in accessing prior knowledge, they will be encouraged to review Assignments 6 and 7 (Session 4) before viewing the video clip (approximately 15 minutes).	
Resources/Media Notes	
Materials:	
<ul style="list-style-type: none"> • Culturally Responsive Teaching for Diverse Learners (10:58) https://www.youtube.com/watch?v=vJWM-kO9-Fw • Assignment 6 (Session 4) 	
Reading: Enrichment	
<ul style="list-style-type: none"> • Wlodkowski, R. J. & Ginsberg, M. B. (1995). A framework of culturally responsive teaching. <i>Educational Leadership</i>, 95(1), 17-21. 	
Demonstration: Participants work through the Materials and Readings for Session 7 (approximately 50 minutes).	
Reading:	
<ul style="list-style-type: none"> • Lee, A., Poch, R., Shaw, M., & Williams, R. D. (Eds.). (2012b). Engaging diversity through course design and preparation [Monograph]. <i>ASHE</i>, 38(2), 65-82. 	
Assignment:	
<ul style="list-style-type: none"> • Worksheet 7: Engaging Diversity Through Course Design and Preparation 	
Application: Participants will engage in course design, discouraging plagiarism, evaluation, institutional & academic conventions, and direct instruction. The content for this section is PowerPoint 7 and Worksheet 8 (approximately 40 minutes).	
Materials:	
<ul style="list-style-type: none"> • PowerPoint 7: Session 7 	
Assignment:	
<ul style="list-style-type: none"> • Worksheet 8: Instructional Practices 	
Integration: Participants will complete Reflection 7: Instructional Practices (approximately 15 minutes).	
Assignment:	
<ul style="list-style-type: none"> • Reflection 7: Instructional Practices 	

Worksheet 7: Engaging Diversity through Course Design and Preparation

The following reading guide is provided as a tool to help organize your thoughts and ideas.

The purpose of the article is

Incorporating Intercultural Pedagogical Principles into Course Design

Course Design: Provide Opportunities for Reflection and Perspective Taking

Course Design: Structure Opportunities for Collaboration and Interaction with Diverse Peers

Course Design: Incorporate Purposeful Opportunities to Apply Experiential Knowledge

Course Design: Explicitly Identify Relevant Intercultural Skills, Behaviors, and Attitudes

Course Design: Establish an Environment That Supports Engaging Diversity

Worksheet 8: Instructional Practices

Provide specific practices for each of the following:

Course Design

Discouraging Plagiarism

Evaluation

Institutional & Academic Conventions

Direct Instruction

How these strategies suggestions might look in your courses

Reflection 7: Instructional Practices

Today we examined instructional practices that discourage plagiarism (i.e., course design, discouraging plagiarism, evaluation, institutional and academic conventions, direct teaching). What challenges do you foresee in incorporating the strategies you identified here? How might these challenges be resolved? Submit a copy of Reflection 7 to the Drop Box.

Session 7: PowerPoint Presentation

Slide 1 Divergences in the Academic Cultural Systems

- Instructional
- Cognitive dissonance
- First-hand practices/experiences

Slide 2 Prior Knowledge

- Review Assignments 6 & 7 (Session 4) before viewing the video clip; take notes.
- View Culturally Responsive Teaching for Diverse Learners.

Slide 3 Journal Article

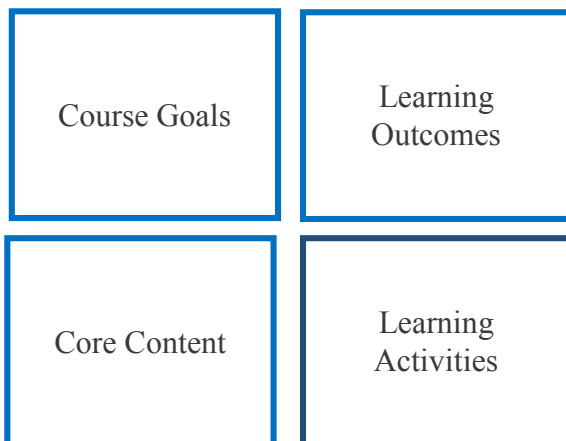
- Read *Engaging Diversity through Course Design and Preparation* and complete Worksheet 7: Engaging Diversity through Course Design and Preparation before continuing to the next section.

Slide 4 Divergences in the Academic Cultural Systems

Facilitator Notes: In previous sessions, we addressed how Chinese international students’ contextualize Western-based plagiarism—meaning, classifying, and constructs; stealing, copying, cheating; ethics and property rights; and originality. Over the next three sessions, we will address the divergences in the academic cultural systems through instructional practices, cognitive dissonance in practice, and first-hand experience.

Slide 5

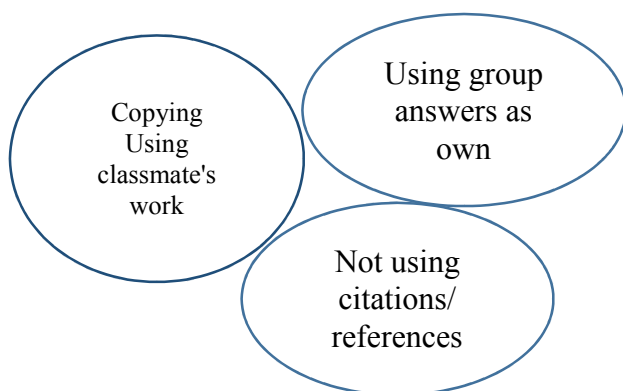
Instruction



Facilitator Notes: In this session, we will focus on course design, planning, and proactively discouraging plagiarism. Long before the course or semester begins, the instructor plans the course design. Designing a course is personal, but all course designs address core content, course goals, student learning outcomes, and learning activities.

Slide 6

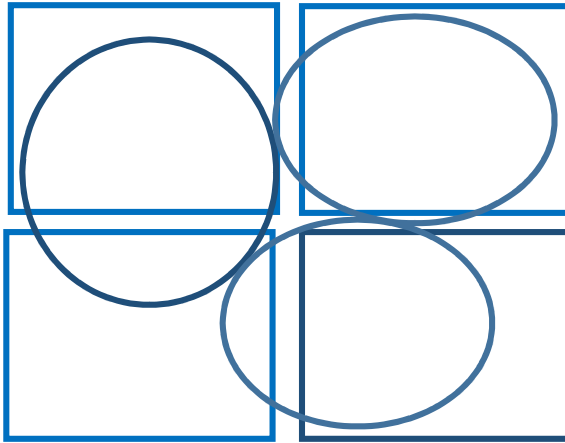
Plagiarism Concerns



Facilitator Notes: Every element is present but maybe not acknowledged, which is a concern for the potential of unethical behavior—copying or using classmates work, not using citation and references, use of group work answers as one’s own. In designing learning activities conscious or unconscious consideration is given to creating a learning environment that encourages ethical student behavior.

Slide 7

Instructor's Reality



Facilitator Notes: The reality instructors confront looks more like this drawing; plagiarism concerns and course design interface are addressed through planning and proactive behavior by the instructor. Instructors may reflect on addressing course content, learning activities, and student outcomes and creating environments that challenge students to learn, grow, and develop with a minimum of unethical behaviors.

Slide 8

Course Design

- Discouraging Plagiarism
- Evaluation
- Institutional & Academic Conventions
- Direct Instruction

Facilitator Notes: The following present changes you might embed in the course design to increase students' chances of avoiding plagiarism, manage the evaluation process, provide students with institutional and academic conventions, and coach skill development actively.

Slide 9

Discouraging Plagiarism: Learning Outcomes

- Assignments/Essays

Facilitator Notes: When identifying the learning objectives and outcome in the course syllabus, replace lower-order thinking skill descriptors with higher-order descriptors, such as compare and contrast, evaluation, and synthesize. Assignments and essays are examples of other areas to build in discouraging practices. Design elements that discourage plagiarism include narrowing the topic selection focus, not allowing last-minute topic changes, using evaluation or analytical essay topic, and specifying that required citations and references be included. Changing assignments each semester is another strategy (Carroll, 2007).

Slide 10 Managing the Evaluation Process

- Deconstruct the course project
 - Identify topic and specific question, secure instructor approval
 - Annotated bibliography
 - Outline of paper
 - Draft
 - Final paper

Facilitator Notes: To manage the evaluation process, deconstruct the course project into components that build upon the previous pieces. For example, Component 1: Identify a topic and specific guiding question and secure instructor permission; Component 2: Annotated bibliography; Component 3: Outline of paper with major and minor headings reviewed by peer(s); Component 4: Draft of paper and require visits to the writing center; and Component 5: Final paper. Write specific instructions for each component of the project and include a grading rubric.

Slide 11 Restate and Review Evaluation Process Frequently

Facilitator Notes: Another good technique to building an environment of success is to explicitly restate and review the evaluation process with each new assignment. This technique not only informs the student of the specific requirements, it also reinforces the importance you place on discouraging plagiarism (Hollinger & Lanza-Kaduce, 2009).

Slide 12 Institutional & Academic Conventions

- Syllabus
- Your definition and practices
- College/institution policies and procedures
- Handout of academic convention scenarios
- Contact information-Writing Center and Student Center for Success

Facilitator Notes: Stating your definition of plagiarism and practices in course syllabi as well as the college/institutions' policies and procedures set the tone for the course and it becomes a discussion point when reviewing the syllabus in the first class meeting. Explicitly setting the tone provides a guide for all students to follow (Caldwell, 2010). Instructors can also create a handout of academic conventions scenarios with contact information for the Writing Center and Student Center for Success.

Slide 13 Collaboration

- Calculating homework problems
- Lab assignments
- Classmates editing papers
- Checking homework with others
- Take-home exam source sharing

Facilitator Notes: Collaboration is a topic that needs explicit attention as it can lead to unintentional plagiarism. Take a moment and think about the following scenarios. Articulate what acceptable behavior looks like. How would you address collaboration in class through the syllabus, discussions, or handouts? Providing specific guidelines for collaboration and grading will benchmark acceptable behavior.

Slide 14 Why Avoid Plagiarism?

- Importance of sources

Facilitator Notes: Addressing reasons to avoid plagiarism and why crediting sources is important clarifies the issue and confirms that doing their own work and giving credit to ideas properly are important. For example, engage in a discussion on what learning is—a process that involves the integration and synthesis of sources into an interconnected text requiring time and practice. When one chooses to plagiarize, the student is deprived the opportunity for deep learning. Effectively using source material provides credibility to the work and contributes to one’s professional truthfulness. Additionally, providing citations and references has a long tradition in scholarly writing and research. Finally, the consequences for plagiarizing range from receiving a failing grade on the assignment to being dismissed from the institution.

Slide 14 Direct Instruction

- Cite all sources
- Explain source use
- Orally practice paraphrasing

Facilitator Notes: Given that specific content must be addressed in your courses, time allocated may be limited. However, some strategies will allow instructors to inform and teach academic conventions. For example, cite all sources in your lectures and handouts, draw attention and explain your source use, and orally practice paraphrasing during class discussions.

Slide 13 Concluding Activity: Reflection

- Complete Reflection 7: Instructional Practices
- When finished, submit a copy to the course Drop Box

Facilitator Notes: To close Session 7, reflect on the content presented and the activities you engaged to complete Reflection 7. When finished, post Reflection 7 to the Drop Box.

Session 8: Lesson Design

Lesson Number and Title: Session 8 (Online) Divergence in academic cultural system	
Lesson Description: Select appropriate materials and activities to promote culturally responsive pedagogy within bilingual/multilingual/multicultural classrooms.	
Lesson Outcomes: Participants will be able to select materials and create activities that promote a culturally responsive pedagogy.	
Activation: Participants will explore the information and be encouraged to visit links on Blackboard. Participants will be asked to review Worksheets 7 & 8 (Session 7) before moving on (approximately 10 minutes).	
Resources/Media Notes	
Materials:	
<ul style="list-style-type: none"> • Worksheet 7 (Session 7) 	
Demonstration: Participants will review divergences in academic cultural systems: instructional, cognitive dissonance, and first-hand practices/experiences, as well as current research. Participants work through content contained within Materials. The content for this section is PowerPoint 8 and Assignment 8: Current Research: Academic Cultural System (approximately 50 minutes).	
Materials:	
<ul style="list-style-type: none"> • PowerPoint 8 	
Assignment:	
<ul style="list-style-type: none"> • Assignment 8: Current Research—Academic Cultural System 	
Application: Participants work through content contained within the Materials and Assignment 9: Modifying Course Syllabus (approximately 45 minutes).	
Assignment:	
<ul style="list-style-type: none"> • Assignment 9: Modify Course Syllabus 	
Integration: After participants have completed the demonstration and application, they will reflect on modifying course syllabus (approximately 15 minutes).	
Assignment:	
<ul style="list-style-type: none"> • Reflection 8: Reflection on Modifying Course Syllabus 	

Assignment 8: Current Research—Academic Cultural System

Based on your conclusions drawn from the PowerPoint, what factors or supportive actions need to be used to influence Chinese international students' views of and experiences with the academic cultural system?

What conclusions can you draw from the PowerPoint about Chinese international students' views of and experiences with the academic cultural system?

Assignment 9: Modify Course Syllabus

Over the past 7 sessions, you have addressed Western-based plagiarism contextualized, plagiarism ethos, and divergences in the academic cultural systems through the lens of culturally relevant pedagogy and culturally relevant teaching. You have also been introduced to current research data based on interviews, documents, policy reviews, and instructional practices (i.e., learning outcomes, assignment/essays, deconstructing a project, institutional & academic conventions; collaboration; direct instruction). Review one of your current semester syllabi and select a section to edit/rewrite to include explicit instructional practices that discourage plagiarism. Paste the section of your syllabus you will edit/rewrite below using black font color and edit/rewrite in a different font color. Submit a copy of Assignment 9 to the Drop Box.

Reflection 8: Reflection on Modifying Course Syllabus

In Session 8, you were asked to review one of your current semester syllabi and select a section to edit/rewrite to include explicit instructional practices that discourage plagiarism. To assist you in reflecting on this activity, you may want to access Assignment 9. As you reflect, what part(s) of the assignment was easy for you to edit/rewrite? What about this part(s) was easy to edit/rewrite? Please be specific. What part(s) of the assignment was challenging to edit/rewrite? What about the part(s) you identified did you find challenging? Please be specific. How else might or will you use the content presented today in your current duties and responsibilities? Please submit a copy of Reflection 8 to the Drop Box.

Session 8: PowerPoint Presentation

Slide 1

Session 8: PowerPoint

- Academic cultural system
- Instructional
- Cognitive dissonance
- First-hand practices/experiences

Slide 5

Current Research

- SP1: “Some professors of our courses give a copy of the rule or tell us not to copy others directly. You have to write using a work cited page at the end of the article.”
- SP 3: “They told me, they told us, I know it is tough putting ideas in your own words, combining together, something like that. So, I know there is a system I must follow...I haven’t done a lot of research about how it works.”

Facilitator Notes: SP1 described how some professors seemed to place the full responsibility for learning about plagiarism on the student. This participant illustrated how some professors addressed plagiarism in their class: “Some professors of our courses give a copy of the rule or tell us not to copy others directly. You have to write using a work cited page at the end of the article.” SP3 described being instructed on how to avoid plagiarism, but could not remember being taught about it: “They told me, they told us, I know it is tough putting ideas in your own words, combining together, something like that. So, I know there is a system I must follow...I haven’t done a lot of research about how it works.”

Slide 6

Current Research

- SP4: “In my opinion, almost every professor put this part into the syllabus. They tell us that if you copy others’ personal work, your chances are great. That’s what they tell us.”

Facilitator Notes: One experience that SP 4 reported concurred with being informed about plagiarism, but not taught about it: “In my opinion, almost every professor put this part into the syllabus. They tell us that if you copy others’ personal work, your chances are great. That’s what they tell us.”

Slide 7

Current Research

- “Tell a lot of examples.”

- “In the first class, they, maybe will talk about plagiarism.”
- “They bring the librarians.”
- “They will look at our papers and use some program to put your article into and find where you got it—the source of the sentence.”

Facilitator Notes: I asked participants about ways in which faculty helped them better understand plagiarism. Two participants stated that faculty “tell a lot of examples” while another detailed, “In the first class, they maybe will talk about plagiarism.” Another participant expressed, “They bring the librarians” into class and they do a presentation. Two participants suggested faculty might use computer software to identify plagiarism and to help students understand plagiarism. Concluding, SP 1 stated, “They will look at our papers and use some program to put your article into and find where you got it—the source of the sentence.”

Slide 8

Current Research

- “No.”
- “I don’t actually know about it.”
- “I don’t know the regulation, whatever.”
- “I don’t as a concrete policy, but I know that it is unacceptable here.”

Facilitator Notes: Participants were invited to share their views on the extent to which institution policies and rules were defined concerning subjects related to plagiarism. Four participants expressed that they were not aware of an instructional policy governing plagiarism with comments as “No”; “I don’t actually know about it”; “I don’t know the regulation, whatever”; and “I don’t as a concrete policy, but I know that it is unacceptable here.”

Slide 9

Current Research

- “I [am] already familiar any institution policies.”

- We are “told if we did that [plagiarize], the paper won’t be graded or you will be sent to the school and maybe they will give you some punishment.”

Facilitator Notes: Three participants expressed some understanding that there were institutional policies and rules by expressing, “I [am] already familiar any institution policies” and we are “told if we did that [plagiarize], the paper won’t be graded or you will be sent to the school and maybe they will give you some punishment.”

Slide 10

Current Research

- I got a failed grade before because my professor told me I plagiar[ized], suggesting I had copied someone’s idea. But I totally didn’t. I didn’t know why. The professor said they found the same ideas from another person...I tried to explain I turned my paper in online to check. I didn’t find that I had a lot of high correlation with plagiarism. So, we actually maybe have a conflict but the professor didn’t change their mind. And, I think what helps me understand this [plagiarism], is my experience in my grade.

Facilitator Notes: SP 8 articulated a personal experience of being accused of plagiarism and how the situation was resolved: “I got a failed grade before because my professor told me I plagiar[ized], suggesting I had copied someone’s idea. But I totally didn’t. I didn’t know why. The professor said they found the same ideas from another person...I tried to explain I turned my paper in online to check. I didn’t find that I had a lot of high correlation with plagiarism. So, we actually maybe have a conflict but the professor didn’t change their mind. And, I think what helps me understand this [plagiarism], is my experience in my grade.”

Slide 11 Assignment 8: Current Research: Academic Cultural System

- Complete Assignment 8: Current Research before moving to the next section.

Slide 12 Concluding Activity: Reflection

- Complete Reflection 8: Reflection on Modifying Course Syllabus.
- When finished, submit a copy to the course Drop Box

Slide 13 Next Session: Session 9

- Will be Face-to-Face on _____
- Bring one of your class syllabi or an example of a responsibility you currently perform. You will use this during Session 9.

Session 9: Lesson Design

Lesson Number and Title: Session 9 (Face-to-Face) Divergences in academic cultural systems	
Lesson Description: Plan and adapt lessons to address the Western-based concept of plagiarism for Chinese cultural, education, and learning needs.	
Lesson Outcomes: Participants will discuss significant Chinese/Western cultural/educational differences & Western-based concept of plagiarism for instructional planning.	
Activation: Participants will be handed a colored 3 x 5 card and will sit at the table with the corresponding color. The sorting will create 4 tables with 5 members (Integration phase). Participants will be asked to introduce themselves to their tablemates and review as a group Worksheets 7 & 8 (Session 7) and Assignment 8 (Session 8) to access prior knowledge and learning before moving to the next activity (approximately 10 minutes)	
Resources/Media Notes	
Materials:	<ul style="list-style-type: none"> • Colored 3 x 5 index cards (4 colors, 5 each) • Worksheet 7 (Session 7) • Worksheet 8 (Session 8) • Assignment 8 (Session 8)
Demonstration: Group Discussion: Topic: Effect of Chinese international students' views and understanding of Western-based concept of plagiarism and divergences in the academic cultural systems (i.e., instructional, cognitive dissonance, first-hand practices/experiences) on teaching, learning, and assessment. Participants will be encouraged to write notes, thoughts, and detail using Worksheet 8: Instructional Practices. (25 minutes). Debriefing/Review. (10 minutes)	
Materials:	<ul style="list-style-type: none"> • Worksheet 8 (Session 7)
Application: Group Activity: Each table will modify a lesson to include explicit discouraging plagiarism strategies and culturally relevant pedagogy. The lesson will be selected from the syllabi that group members' brought to the session. Groups will record their discussions using the black markers and bulletin board paper found on their tables. Upon completion, groups will post in the front of the room and choose a group member to report on the created lesson 30 minutes to create lessons, 10 minutes for group reports, 5 minutes for summary comments).	
Materials:	<ul style="list-style-type: none"> • Bulletin board paper • Black marker
Integration: Whole Group Processing. The whole group will come together to discuss and process the role that cultural and educational differences play in planning instruction for Chinese international students and their use of the Western-based concept of plagiarism..	
Materials:	<ul style="list-style-type: none"> • Bulletin board paper • Black marker
Assignment:	

- Assignment 10: FPD Evaluation
- Reflection 9: Challenges in Planning Instruction for Chinese International Students

Reflection 9: Challenges in Planning Instruction for Chinese International Students

In Session 9, we looked at how Chinese international students' views and understanding of the Western-based concept of plagiarism and the divergences in the academic cultural systems (i.e., instructional, cognitive dissonance, first-hand practices/experiences) affect teaching, learning, and assessment. Through a whole group process, we focused on the role that cultural and educational differences play in planning instruction for Chinese international students and their use of the Western-based concept of plagiarism. In this final reflection, articulate the conclusions you reached based on this discussion. Please submit a copy of Reflection 9 to the Drop Box.

Assignment 10: FPD Evaluation

Please complete the evaluation with as much detail as you are comfortable sharing and time permits. The feedback you provide will be used to improve the material and delivery of this FPD.

1. What did you learn that you can use in your current duties and responsibilities?

2. What do you now understand better about Chinese international students' cultural values and beliefs (e.g., ethnicity, gender, language background, exceptionality)?

3. Have your views and perceptions regarding Chinese international students' comprehension and application of Western-based concepts of plagiarism changed as a result of taking this Faculty Professional Development? Please provide rationale for your answer.

4. What content would you have liked included in this FPD?

5. What aspects of the FPD did you enjoy? Why?

6. What aspects of the FPD did you not enjoy? What could been done to improve your experience?

Please submit a copy of Assignment 2 to the Drop Box.

Session 9: PowerPoint Presentation

Slide 1 Academic Cultural System Instructional

Cognitive dissonance: First-Hand Practices/Experiences

Slide 2 Organization

- Please sit at the table that corresponds to the color of the 3 x 5 card you were handed when you entered.
- Introduce yourself to everyone seated at your table.

Facilitator Notes: Welcome to our third and final face-to-face sessions. This session will summarize our focus on divergences in the academic cultural systems. As we begin our session, please double check that you are seated at the table that corresponds to the color of the 3 x 5 card you were handed when you entered. Also, please introduce yourself to the every one seated at your table (wait).

Slide 3 Prior Knowledge

- Please take a few minutes to review Worksheets 7 & 8 (Session 7) and Assignment 8 (Session 8)

Facilitator Notes: Let us take a few minutes to review Worksheets 7 & 8 (Session 7) and Assignment 8 (Session 8) (10 minutes).

Slide 4 Group Discussion

- Topic: Effect of Chinese international students' views and understanding of the Western-based concept of plagiarism and the divergences in the Academic Cultural Systems (i.e., instructional, cognitive dissonance, first-hand practices/experiences) on teaching, learning, and assessment (25 minutes)

Facilitator Notes: The topic for this discussion is effect of Chinese international students' views and understanding of the Western-based concept of plagiarism and the divergences in the Academic Cultural Systems (i.e., instructional, cognitive dissonance,

first-hand practices/experiences) on teaching, learning, and assessment. Please consider taking notes, jotting thoughts down on Worksheet 8: Instructional Practices (timer set for 25 minutes).

Slide 5 Feedback/Debriefing

Facilitator Notes: We are now going to transition into a feedback/debriefing. This session will run for about 10 minutes. Please consider taking notes, jotting thoughts down and or writing comments on Worksheet 8 Are there any comments? (timer set for 10 minutes).

Slide 6 Group Activity

- Modify lesson
- Chosen from syllabi that table participants brought
- Include
 - Discouraging plagiarism strategies
 - Culturally relevant pedagogy
- Post lesson
- Report Out

Facilitator Notes: Each table will modify a lesson to include explicit discouraging plagiarism strategies and culturally relevant pedagogy. The lesson is to be selected from the syllabi that group members' brought to the session. Plan and record the lesson using the black markers and bulletin board paper found on the table. Upon completion, post in the front of the room. Choose a group member to report on the created lesson (limit presentations to 2 minutes) (timer set for 30 minutes). As we transition back to a whole group, please take a moment to get yourself comfortable and read the posted lessons. We will begin reporting out in 1 minute.

Slide 8 Reporting Out Organization

- Each table choose a reporter

Facilitator Notes: Please take a moment and choose a reporter for your group. Each group will have 2 minutes to report on their adapted lesson plans that highlight discouraging plagiarism strategies and culturally relevant pedagogy. Do we have a volunteer? (timer set for each group). As we bring this discussion to a close, would anyone like to make summary comments?

Slide 9 Whole Group Processing

Facilitator Notes: As we move into the final activity for our FPD, we will come together as a whole group to process what we accomplished while maintaining the focus on the role that cultural and educational differences play in planning instruction for Chinese international students and their use of the Western-based concept of plagiarism. As individuals share their thoughts, I will record the salient points on the bulletin board paper for the group to see. I will set the timer for 15 minutes. When the timer goes off, I will ask for summary remarks.

Slide 10 Reflection

- Complete Reflection 9: Challenges in Planning Instruction for Chinese International Students
- When finished, submit a copy to the course Drop Box

Slide 12 Concluding Activity: FPD Evaluation

- Please complete the FPD Evaluation and submit it to the Dropbox.

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Appendix B: Request for Institution Letter

Date

Name, Title
 Institution
 Address

Dear [INSTITUTIONAL REPRESENTATIVE]:

I would like to request authorization to conduct a research study at [Name of Institution] for my doctoral project at Walden University, “Chinese International Students’ Understanding of Plagiarism in Higher Education.” This study will explore the understanding and experiences of the concept of plagiarism among eight Chinese international students who study full-time in graduate or professional programs and eight faculty members who teach these students.

I request permission from the university to work with the ISO to access student and faculty email addresses to select participants through purposeful sampling and send them an electronic mailing that explains the research project and requests their participation. All participation is voluntary.

I intend to conduct individual interviews (50 to 60 minutes) with Chinese international students and faculty member who are currently or have taught Chinese international students. My qualitative case study seeks to address the following:

1. Explore the understanding and meaning of the concept of plagiarism by Chinese international students attending [Name of Institution].
2. Explore how [Name of Institution] faculty who engage Chinese international students describe these students’ understanding of the concept of plagiarism.
3. Identify why faculty and Chinese international students may vary in their understanding of these concepts in practice.
4. Examine ways in which Chinese international students and faculty believe that cultural differences influence international students’ understanding of plagiarism and related issues.

The information gathered during the interviews with Chinese international students and faculty will only be used for the purposes of my research. The identities of the institution and participants will not be revealed. The attached Synopsis of the Research Study provides additional information.

I appreciate your consideration and am happy to discuss this study with you in detail. Please contact me via email at alan.grigg@waldenu.edu or phone at (248)376-9673 if you have any questions regarding my request. Thank you.

Sincerely,

Alan Grigg
alan.grigg@waldenu.edu
(248) 376-9673

Enc.

If you approve of my request, kindly sign below and return the signed form in the enclosed self-addressed envelope. Alternatively, send a signed letter of permission on your college's letterhead acknowledging your permission. Thank you for your consideration.

Approved by:

Print your name and title here

Signature

Date

Appendix C: Synopsis of Research Study

Overview of the Research Study: Chinese International Students' Understanding of Plagiarism in Higher Education

Researcher: Alan Grigg, EdD Candidate, Walden University

Doctoral Project Chair: Mari Vawn Tinney, PhD, Walden University

Introduction

My name is Alan Grigg and I am an EdD student in the program of Higher Education Leadership in the School of Education at Walden University. I earned a Master's degrees in General Special Education and Counseling Psychology and a Bachelor's of Arts in Special Education. I am currently an Assistant Professor with the College of Liberal Arts and Education (Special Education) at [Name of Institution]. As an assistant professor and committee member, I have neither direct nor indirect working relationships with potential study participants. Additionally, I do not manage any faculty members who might participate in this study.

This research study is being conducted as part of a doctor project under the supervision of Mari Vawn Tinney, PhD, in the program of Higher Education Leadership in the School of Education at Walden University. This study seeks to (1) identify and interview Chinese international students on their perceptions, understanding of academic integrity and misconduct, and why they may vary in their understanding of these concepts in practice and (2) identify and interview faculty who are currently teaching or have taught Chinese international students on their perceptions of these students' understanding of academic integrity and misconduct as well as factors that contribute to this understanding.

Purpose

My qualitative case study seeks to (a) explore the understanding and meaning of the concept of academic integrity and misconduct by Chinese international students who are attending a U.S. university, (b) explore how [Name of Institution] faculty who engage with Chinese international students describe these students' understanding of the concept of academic integrity and misconduct and why they may vary in their understanding of these concepts in practice, and (c) examine ways in which Chinese international students and faculty believe that cultural differences influence international students' understanding of academic integrity and related issues.

Procedures

The qualitative data collection methods used in this study will include face-to-face one-on-one interviews, published processes, and course syllabi. Chinese international students and faculty who agree to participate in this study will be asked to sign a consent form, complete a demographic data form that they will receive prior to the interview appointment, and participate in face-to-face interviews. Chinese international students will be asked to provide their name, contact information, age, gender, and field of study. Faculty will be asked to provide their name, gender, age, academic field of expertise, and number of years of teaching experience.

Interviews will last approximately 50 - 60 minutes providing an opportunity to speak directly with participants and learn about their experiences firsthand. The interview will be digitally audio-recorded for later transcription. The researcher will conduct all interviews at the library on the main campus in a private study room. During the interviews, Chinese international students will be asked to share their understanding and how they make meaning of the concept of Western academic integrity and misconduct. Faculty who engage with Chinese international students will be asked to describe their perceptions of these students' understanding of academic integrity and misconduct and discuss factors that contribute to this understanding. Students and faculty will be asked to explain how they believe cultural differences may influence Chinese international students' understanding of the concept of academic integrity and misconduct issues that arise in the context of course assignments at [Name of Institution].

Risks/Benefits

There are no foreseeable risks involved in participating in this study beyond those experienced in everyday life. The findings of this research has the potential to create social change at the research site among faculty, administration, advisors by increasing their understanding of Chinese international students, improving current educational practices, and servicing this student population. As part of the Informed Consent Agreement, all participants will be informed that their answers will be confidential and each participant will be assigned an identification code. This identification code will be used to identify participants in the findings.

This study has the potential to increase educators' (i.e., participants') and Chinese international students (i.e., participants) understanding of current educational plagiarism practices.

Confidentiality

All data collected will be placed on a password-protected external hard drive and locked in a file cabinet in the researcher's office; the researcher will have the only key. All data and artifacts will be destroyed 5 years after research and publication of doctoral project. The name of the institution and names of all participants will not be published. The researcher will manually transcribe the digital audio recordings of the interviews. The data collected will be analyzed and reported only as part of this doctoral project.

Before beginning any research activities I will provide [Name of Institution] a copy of the Walden Internal Review Board (IRB) approval for this research. When the research is completed, I will provide [Name of Institution] IRB office the published dissertation.

Contacts and Questions

If you have any questions about this research project or interview, please feel free to contact Alan Grigg at alan.grigg@waldenu.edu or by telephone at (248) 376-9673. You may also contact my Doctoral Project Chair, Dr. Mari Vawn Tinney at (801) 735-4767.

Appendix D: Letter of Invitation to Chinese International Students

Date

Name

Address

Dear [CHINESE INTERNATIONAL STUDENT'S NAME]:

I would like to invite you to participate in a research study for my doctoral project at Walden University in the area of Higher Education Leadership. This study examines Chinese international students' understanding of plagiarism at [Name of Institution]. I am requesting that you participate in a 50 - 60 minute, face-to-face interview at a mutually agreed upon date, time, and location.

If you participate, the researcher will hold the data obtained from our interview in strict confidence. All personal information related to you or [Name of Institution] will be removed prior to my analysis. No one at [Name of Institution] will know of your involvement in the study should you decide to participate, and your participation in no way will affect your academic standing or immigration status.

I have enclosed a brief synopsis of the research study to help you in making the decision to participate. I look forward to your favorable response. If you have any questions about participation, please contact me via e-mail at alan.grigg@waldenu.edu by [Date]. Once I have received your response to participate, I will contact you to arrange the interview.

Thank you again for your consideration.

Sincerely,

Alan Grigg
e-mail: alan.grigg@waldenu.edu
Telephone number: (248) 376-9673
Enc.

Appendix E: Chinese International Student Demographic Form

Name: _____
(Mr./Ms./Mrs./Dr.) First Middle Last

Local Mailing Address:

City State Zip

Preferred Telephone: _____

E-mail Address: _____

Circle which range best describes your age:

21-35 36-50 51-65 Over 65

What degree are you seeking? Undergraduate ___ Graduate ___ Professional ___

In what program are you enrolled? _____

Appendix F: Letter of Invitation to Faculty

Date

Name

Title

Address

Dear [Faculty's Name]:

I would like to invite you to participate in a research study for my doctoral project at Walden University in the area of Higher Education Leadership. This study will examine Chinese international students' understanding of plagiarism at [Name of Institution]. I am requesting that you participate in a 50 - 60minute, face-to-face interview at a mutually agreed upon date, time, and location.

If you participate, the researcher will hold the data obtained from our interview in strict confidence. All information related to you or [Name of Institution] will be removed prior to my analysis. No one at [Name of Institution] will know of your involvement in the study should you decide to participate, and your participation in no way will affect your employment standing or immigration status.

I have enclosed a brief synopsis of the research study to help you in making a decision to participate. I look forward to your favorable response. If you would like to participate in this study or have any questions about participation, please contact me via e-mail at alan.grigg@waldenu.edu by [Date]. Once I have received your response to participate, I will contact you to arrange the interview.

Thank you again for your consideration.

Sincerely,

Alan Grigg

e-mail: alan.grigg@waldenu.edu

Telephone number: (248) 376-9673

Enc.

Appendix G: Faculty Demographic Form

Name: _____
(Mr./Ms./Mrs./Dr.) First Middle Last

Name of Department: _____

Work Mailing Address:

City State Zip

Work Telephone: _____

E-mail Address: _____

Circle which range best describes your age:

21-35 36-50 51-65 Over 65

Are Chinese international students currently enrolled in any of your courses?

_____ Yes _____ No

Have you previously taught Chinese international students? _____ Yes _____ No

Appendix H: Chinese International Student Interview Protocol

Part I. Overview of study and participant information

Provide a short personal introduction. Describe my professional background and discuss my interest in the academic challenges confronting international education, specifically regarding plagiarism.

Discuss the scope of the study. Eight Chinese international students and eight [Name of Institution] faculty who teach Chinese international students will be interviewed for this study. Before conducting this study, both Walden University and [Name of Institution] reviewed the proposal and approved its administration.

Discuss the purpose of the research. Recent studies suggest that plagiarism may be an issue among international students. When international students are accused of lapses of plagiarism, it is often assumed that these students have poor academic skills or that they lack integrity. The failure to consider cross cultural issues in learning has led to these views. An examination of earlier learning experiences in one's home country is needed to achieve a deeper understanding of how culture influences one's understanding of plagiarism. This study seeks to gain a better understanding of Chinese international students' and faculty members' views of and experiences with Western-based concept of plagiarism in American universities that may influence these views.

Review the structure of the interview. The interview will last approximately 50 to 60 minutes and will be digitally audio-recorded for later transcription.

Provide and review "*Chinese International Student Consent to Participate in Research.*"

Part II. Questions

1. What examples in general can you provide of lapses of plagiarism in the academic setting in your native country?
2. What is your current understanding of the concept of plagiarism? For example, what does plagiarism mean to you at this time?
3. Please share with me experiences you have had that help you understand the concept of plagiarism.

Probe: If you have had no experiences, please explain an experience you know about that has helped you understand the concept of plagiarism.

4. What examples can you provide of lapses of plagiarism in the academic setting in the United States?

5. How does your cultural background inform your views of plagiarism?
Probe: Can you provide an example?
6. If you think about your courses at this university, to what extent are faculty and course expectations defined concerning subjects related to academic dishonesty?
Probe: Can you provide an example?
7. At this university, to what extent are institution policies and rules defined concerning subjects related to plagiarism?
Probe: Can you provide an example?
8. In what ways do faculty help you better understand concerns involved with plagiarism?
Probe: Can you provide specific examples?
9. In what ways could faculty help you better understand concerns involved with plagiarism?
10. What recommendations would you give to other Chinese international students planning to study or currently studying in the United States about plagiarism?
Probe: If your brother/sister/cousin decided to study in the United States what recommendations would you give about plagiarism?
11. What have you as a student done to ensure you follow the rule of plagiarism?
12. Have your perceptions of Western plagiarism changed during your time at the [Name of Institution]?

Part III. Closing

Thank the individual for participating in the interview and assure him or her of confidentiality of responses. Inform the participant of the possibility to contact them again for clarification or responses.

Appendix I: Faculty Interview Protocol

Part I. Overview of study and participant information

Provide a short personal introduction. Describe my professional background and discuss my interest in the academic challenges confronting international education; specifically regarding plagiarism.

Discuss the scope of the study. Eight Chinese international students and eight [Name of Institution] faculty who teach Chinese international students will be interviewed for this study. Before conducting this study, both Walden University and [Name of Institution] reviewed the proposal and approved its administration.

Discuss the purpose of the research. Recent studies suggest that plagiarism may be an issue among international students. When international students are accused of plagiarism, it is often assumed that these students have poor academic skills or that they lack integrity. The failure to consider cross cultural issues in learning has led to these views. An examination of earlier learning experiences in one's home country is needed to achieve a deeper understanding of how culture influences one's understanding of plagiarism. This study seeks to gain a better understanding of Chinese international students' and faculty members' views of and experiences with Western-based concept of plagiarism in American universities that may influence these views.

Review the structure of the interview. The interview will last approximately 50 to 60 minutes and will be digitally audio-recorded for later transcription.

Provide and review "*Faculty Consent to Participate in Research.*"

Part II. Questions

1. What is your definition of plagiarism?
2. Does the university have specific policies in place related to plagiarism?
Probe: Where would international students find these policies?
3. How do you describe plagiarism to your students?
4. What steps do you take to ensure your students understand issues related to plagiarism?
5. Do you experience any differences between domestic and Chinese international students in how each group approaches plagiarism?
Probe: Are there any other differences between domestic and Chinese international student's approaches plagiarism?

6. Would you describe for me experiences you have had dealing with plagiarism issues among Chinese international students?

Probe: Can you provide specific details regarding your experiences with Chinese international students and the topic of plagiarism?

7. To what extent do you believe culture may influence a Chinese international student's understanding of plagiarism?

Probe: Can you provide an example?

8. In what ways do you or the institution help Chinese international students understand what plagiarism conventions are at [Name of Institution]?

Probe: To what extent?

9. What suggestions would you offer Chinese international students planning or currently studying at [Name of Institution] about plagiarism issues?

10. Have you found specific challenges or issues in working with Chinese international students that may relate broadly to plagiarism?

Probe: If yes, can you describe them?

Part III. Closing

Thank the individual for participating in the interview and assure him or her of confidentiality of responses. Inform the participant of the possibility to contact them again for clarification or responses.

Appendix J: Chinese International Student Consent to Participate in Research

Overview of the Research Study: Chinese International Students' Understanding of Plagiarism in Higher Education

Researcher: Alan Grigg, EdD Candidate, Walden University

Doctoral Project Chair: Mari Vawn Tinney, PhD, Walden University

Introduction

This research study is being conducted as part of a dissertation under the supervision of Mari Vawn Tinney, PhD, in the program of Higher Education Leadership in the School of Education at Walden University. You are being asked to participate in this study because you are a Chinese international student and are currently enrolled at [Name of Institution].

Purpose

My qualitative case study seeks to (a) explore the understanding and meaning of the concept of plagiarism by Chinese international students who are attending a U.S. university, (b) explore how [Name of Institution] faculty who engage with Chinese international students describe these students' understanding of the concept of plagiarism and why they may vary in their understanding of these concepts in practice, and (c) examine ways in which Chinese international students and believe that cultural differences influence international students' understanding of plagiarism and related issues.

Procedures

Chinese international students who agree to participate in this study will be asked to sign a consent form, complete a demographic data form that you will receive prior to the interview appointment, and participate in face-to-face interviews. You will be asked to provide your name, contact information, age, gender, and field of study. You will tell me some options for our interview day and time.

Interviews will last approximately 50 – 60 minutes and will be digitally audio-recorded for later transcription. During the interviews, you will be asked to share your understanding and how you make meaning of the concept of Western plagiarism. Students will be asked to explain how you believe cultural differences may influence your understanding of the concept of plagiarism issues that arise in the context of course assignments at [Name of Institution].

Risks/Benefits

There are no foreseeable risks involved in participating in this study beyond those experienced in everyday life. Measures will be taken to minimize the probability of a breach of confidentiality. All individuals and the participating institution will be assigned false names.

This study has the potential to increase educators' (i.e., participants') and Chinese international students (i.e., participants) understanding of current educational plagiarism practices.

Confidentiality

All information collected will be kept confidential and secure. The name of the institution and names of all participants will not be published. The researcher will manually transcribe the digital audio recordings of the interviews. The data collected will be analyzed and reported only as part of this doctoral project. A summary of the results of the study will be available upon request.

Voluntary Participation

Participation in this study is voluntary. If you do not want to participate in this study, you do not have to participate. Even if you decide to participate, you are free to choose not to answer any question or to withdraw from participation at any time during the study without penalty.

Contacts and Questions

If you have any questions about this research project or interview, please feel free to contact Alan Grigg at alan.grigg@waldenu.edu or by telephone at (248) 376-9673. You may also contact my Doctoral Project Chair, Dr. Mari Vawn Tinney at (801) 735-4767. If you have any questions about your rights as a research participant, please contact the Chair of the UDM Institutional Review Board, Dr. Elizabeth Hill (hillelm@udmercy.edu, (313) 578-0405).

Statement of Consent

Your signature below indicates that you have read and understand the information provided above, have been given an opportunity to ask questions, and agree to participate in this research study at this time. You will be given a copy of this form to keep for your records.

Participant's Signature

Date

Researcher's Signature

Date

Appendix K: Faculty Consent to Participate in Research

Overview of the Research Study: An Inquiry in Chinese International Students' Understanding of Plagiarism in a U.S. Higher Education

Researcher: Alan Grigg, EdD Candidate, Walden University

Doctoral Project Chair: Mari Vawn Tinney, PhD, Walden University

Introduction

This is a research study being conducted as part of a dissertation under the supervision of Mari Vawn Tinney, PhD, in the program of Higher Education Leadership in the School of Education at Walden University. You are being asked to participate in this study because you are a faculty member who is currently teaching or has taught Chinese international student from China at the [Name of Institution].

Purpose

My qualitative case study seeks to (a) explore the understanding and meaning of the concept of plagiarism by Chinese international students who are attending a U.S. university, (b) explore how [Name of Institution] faculty who engage with Chinese international students describe these students' understanding of the concept of plagiarism and why they may vary in their understanding of these concepts in practice, and (c) examine ways in which Chinese international students and faculty believe that cultural differences influence international students' understanding of plagiarism and related issues.

Procedures

Faculty who agree to participate in this study will be asked to sign a consent form, complete a demographic data form that they will receive prior to the interview appointment, and participate in face-to-face interviews. Faculty will be asked to provide their name, gender, age, academic field of expertise, and number of years of teaching experience.

Interviews will last approximately 50 – 60 minutes and will be digitally audio-recorded for later transcription. During the interviews, Faculty will be asked to describe their perceptions of Chinese international students' understanding of plagiarism and discuss factors that contribute to this understanding. Faculty will be asked to explain their perception if cultural differences may influence Chinese international students' understanding of the concept of plagiarism issues that arise in the context of course assignments at [Name of Institution].

Risks/Benefits

There are no foreseeable risks involved in participating in this study beyond those experienced in everyday life. Measures will be taken to minimize the probability of a breach of confidentiality. All individuals and the participating institution will be assigned false names.

This study has the potential to increase educators' (i.e., participants') and Chinese international students (i.e., participants) understanding of current educational plagiarism practices.

Confidentiality

All information collected will be kept confidential and secure. The name of the institution and names of all participants will not be published. The researcher will manually transcribe the digital audio recordings of the interviews. The data collected will be analyzed and reported only as part of this doctoral project. A summary of the results of the study will be available upon request.

Voluntary Participation

Participation in this study is voluntary. If you do not want to participate in this study, you do not have to participate. Even if you decide to participate, you are free to choose not to answer any question or to withdraw from participation at any time during the study without penalty.

Contacts and Questions

If you have any questions about this research project or interview, please feel free to contact Alan Grigg at alan.grigg@waldenu.edu or by telephone at (248) 376-9673. You may also contact my Doctoral Project Chair, Dr. Mari Vawn Tinney at (801) 735-4767. If you have any questions about your rights as a research participant, please contact the Chair of the UDM Institutional Review Board, Dr. Elizabeth Hill (hillelm@udmercy.edu, (313) 578-0405).

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Participant's Signature

Date

Researcher's Signature

Date