

“It Feels Weird Telling You For Sure”: Ambivalence and Uncertainty about Academic Integrity in International Students’ Self-Reports of Using Paid Academic Support Services

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Session type: Original research

Abstract

This presentation reports on a study that examines some international undergraduate students’ use of private academic support services (PASS), a growing phenomenon in Canadian higher education in the last decade whose practitioners often advertise to international and/or multilingual students. We situate the use of PASS at the intersection of three constructs: literacy brokering (Curry & Lillis, 2006), contract cheating (Lancaster & Clarke, 2016), and private supplementary tutoring/“shadow education” (Bray, 2008), seeking to understand why some students choose to pay for help with academic work and how they understand the ethics of their choices.