



REPUBLIC OF TÜRKİYE
ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAMME

ESTABLISHING A CULTURE OF ACADEMIC INTEGRITY AT
SECONDARY SCHOOLS TO PROMOTE EFL WRITING
DEVELOPMENT

PhD DISSERTATION

ÖZGÜR ÇELİK

Supervisor
Assoc. Prof. Dr. SALİM RAZI

ÇANAKKALE – 2022



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ÇANAKKALE – 2022



REPUPLIC OF TÜRKİYE
ÇANAKKALE ONSEKİZ MART UNIVERSITY
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The study titled “**Establishing a Culture of Academic Integrity at Secondary Schools to Promote EFL Writing Development**” prepared by Özgür ÇELİK under the supervision of Assoc. Prof. Dr.. Salim RAZI, and presented in front of the following committee on 25/08/2022, was unanimously accepted as a thesis for the degree of **DOCTOR OF PHILOSOPHY** in **Department of Foreign Language Education**, Çanakkale Onsekiz Mart University, School of Graduate Studies.

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ETİK BEYAN / ETHICAL DECLARATION

Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü Tez Yazım Kuralları'na uygun olarak hazırladığım bu tez çalışmasında; tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi, tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu, tez çalışmasında yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi, kullanılan verilerde herhangi bir değişiklik yapmadığımı, bu tezde sunduğum çalışmanın özgün olduğunu, bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi taahhüt ve beyan ederim.

In this thesis that I prepared in accordance with the Thesis Guidelines of Çanakkale Onsekiz Mart University School of Graduate Studies; I hereby declare that I have obtained the data, information and documents I presented in the thesis within the framework of academic and ethical rules, I have presented all information, documents, evaluations and results in accordance with scientific ethics and ethical rules, that I refer to all the works I have used in my thesis, and that I have not made any changes to the data used and that the work I have presented in this thesis is original, I undertake and declare that I accept all the loss of rights that may arise against me in the event of a contrary.

Özgür Çelik

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“Completing a dissertation changes your life. I discovered that my primary reward was not so much the exhilaration of standing on top of the mountain at journey’s end, but rather who I became as a result of the climb. Only by taking yourself to the limit can you know what you’re made of. It is not the mountain we conquer, but ourselves”

From “The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing and Defending your Dissertation” by Carol M. Roberts.

I quite like Roberts’ analogy of climbing a mountain for completing a dissertation. The journey of climbing a mountain requires technical expertise, robust planning, stamina, courage and support. You need to overcome many challenges along the way and push your limits. I am at the peak of the mountain now and looking back at where I came from. The first thing I see is the endless support of my supervisor Assoc. Prof. Dr. Salim Razi who has been more than a supervisor to me. He provided me with all the technical knowledge, equipment, guidance, encouragement and support on my way to the mountain peak. I feel very fortunate to have him as my supervisor in my academic life, and he has always been an exemplary person for me in my personal life.

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zgr elik
anakkale, August 2022

ÖZET

İNGİLİZCE YAZMA BECERİSİNE DESTEK OLMAK İÇİN ORTAÖĞRETİM KURUMLARINDA AKADEMİK DÜRÜSTLÜK KÜLTÜRÜNÜN OLUŞTURULMASI

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25/08/2022, 190

Akademik dürüstlük eğitim, öğretim ve araştırmanın temel koşullarından birisidir. Akademik dürüstlük kavramı öğrencilerin yazma gelişimi ile doğrudan ilgilidir ve akademik dürüstlük kültürü oluşturma öğrencilerin İngiliz dilinde akademik yazma becerilerine olumlu olarak tesir eder. Yabancı dil öğrenen öğrencilerin metinlerarası yazma becerisi geliştirmeleri elzemdir. Bunu ilk ve ortaöğretim düzeyinde gerçekleştirmek özellikle önemlidir çünkü bu dönemde öğrenciler kendi yazma üsluplarını ve stillerini geliştirmeye başlarlar. Buradan hareketle, bu çalışma liselerde akademik dürüstlük kültürü oluşturma öğrencilerin yabancı dilde yazma becerisini nasıl etkileyeceğini araştırmayı amaçlamaktadır. Bu ilişkiyi ortaya koymak için, bir öncül çalışma, bir ana çalışma ve bir izleme çalışmasından oluşan çoklu çalışmalı bir tez planlanmıştır. Politika geliştirme ve uygulama akademik dürüstlük kültürü oluşturma ön koşullarından birisidir. Bu yüzden, öncül çalışmada ilk ve ortaöğretim okulları için çok yönlü bir akademik dürüstlük politikası yazma aracı geliştirilmiştir. Ana çalışmada akademik dürüstlük kültürü oluşturma sürecine olumlu ve olumsuz etki yapan faktörler ortaya koyulmuştur. İzleme çalışmasında mekanik, etik ve retorik metinlerarası becerilerin öğrencilerin İngilizce yazma gelişimini nasıl etkilediğini araştırılmıştır. Bu çalışma, politika geliştirme sürecinde göz önünde bulundurulması gereken, liselerde akademik dürüstlük kültürü oluşturma sürecine olumlu ve olumsuz olarak etki eden (Bölüm 3) etmenleri ortaya koymuştur. Bunun yanında, metinlerarası becerilerin geliştirilmesinin intihal vakalarını azalttığı ve öğrencilerin yazma becerilerine içerik,

Organizasyon ve Stil & İfade Becerisini olumlu olarak etkileyebileceğini göstermiştir. Öncül Çalışma (Bölüm 2), ana çalışma (Bölüm 3) ve izleme çalışmasının (Bölüm 4) bulguları ilgili bölümlerde sunulmuştur.

Anahtar Kelimeler: Akademik Dürüstlük, Akademik Dürüstlük Politikası, Akademik Dürüstlük Kültürü, İngilizce Yazma Gelişimi, Metinlerarasılık, Retoriksel Metinlerarasılık



ABSTRACT

ESTABLISHING A CULTURE OF ACADEMIC INTEGRITY AT SECONDARY SCHOOLS TO PROMOTE EFL WRITING DEVELOPMENT

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Çanakkale Onsekiz Mart University

School of Graduate Studies

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English Language Teaching Program

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Supervisor: Assoc. Prof. Dr. Salim RAZI

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Academic integrity is one of the core requirements of teaching, learning, and research. The concept of academic integrity is closely linked to learners' writing development and establishing a culture of academic integrity has implications for supporting students' academic writing development. It is essential for L2 learners to develop intertextuality skills. This is especially true at the K12 level, where students start to develop their writing styles and find their voices. It is crucial to develop those skills within a culture of academic integrity. From this standpoint, this study aimed to explore how creating a culture of academic integrity at high schools affects EFL learners' writing development. To explore this relationship, I planned a multi-study dissertation including a preliminary, a main, and a follow-up study. Policy development and implementation are prerequisites for creating a culture of academic integrity. Therefore, I developed a multipronged academic integrity policy writing tool for K12 schools in the preliminary study. In the main study, I explored the facilitators and barriers of creating a culture of academic integrity, and in the follow-up study, I investigated how writing instruction characterized by mechanical, ethical and rhetorical intertextuality skills affects EFL learners' writing development. This dissertation showed that creating a culture of academic integrity at high schools has certain facilitators and barriers (Chapter 3) that should be considered during the policy development process. Also, it found that developing intertextuality skills help mitigate plagiarism incidents and contributes to learners' EFL writing development in terms of Content, Organization and

Style & Expression. I presented the findings of the preliminary study (Chapter 2), main study (Chapter 3) and follow-up study (Chapter 4) in the corresponding chapters.

Keywords: Academic Integrity, Academic Integrity Policy, Academic Integrity Culture, EFL Writing Development, Intertextuality, Rhetorical Intertextuality



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ABBREVIATIONS

| | |
|------|---|
| AP | Advanced Placement |
| CSP | Context-Specific Prevention |
| EFL | English as a Foreign Language |
| ENAI | European Network for Academic Integrity |
| FL | Foreign Language |
| ICAI | International Center for Academic Integrity |
| L1 | First Language |
| L2 | Second Language |
| MoNE | Ministry of National Education |
| SWE | School-Wide Education |
| WwI | Writing with Integrity |

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CHAPTER 1 – GENERAL INTRODUCTION

1.1. Introduction

First recorded in the 14th Century, the word integrity means “soundness of moral principle and character; entire uprightness or fidelity, especially in regard to truth and fair dealing” (Etymonline, n.d., para. 2). Academic integrity simply refers to adherence to ethical values in all academic practices. As an interdisciplinary concept, academic integrity is conceptualized in a variety of ways. According to Macfarlane et al. (2014), academic integrity covers academics’ values, behaviours and conduct in all aspects of their practices. Beins and Beins (2020), with a student-centred perspective, define academic integrity as a concept that guides students’ ethical writing process. Also, in North American and Chinese literature, academic integrity is situated as an institutional issue (Macfarlane et al., 2014). European Network for Academic Integrity (ENAI) proposes a more comprehensive definition for academic integrity: “Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship” (Tauginienė et al., 2018, p. 7). ENAI’s working definition better reflects the overarching nature of academic integrity, which is fundamental to teaching, learning and research (Bretag, 2015). Beyond just proposing a definition, The International Center for Academic Integrity (ICAI) manifests that academic integrity is a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2021). With six fundamental values, ICAI emphasizes the positive and pragmatic nature of academic integrity.

As the above definitions suggest, academic integrity is understood in a variety of ways. Before framing my understanding of academic integrity in this dissertation, I feel the need to emphasize the distinction between ethics and integrity, which are often used as synonyms (Hoekstra et al., 2016). Stanford Encyclopedia of Philosophy defines integrity as a quality of a person’s character which is mainly about acting morally and further elaborates that integrity has different views such as integrity as self-integration, the identity view of integrity, the self-constitution view of integrity, integrity as standing for something, integrity as a moral purpose, integrity as a virtue (Cox et al., 2021). Among other views, this study primarily adopts integrity as a virtue view. This view advocates that integrity is a complex and thick virtue term, not reducible to a single moral value (like courage or honesty). It is

about restraining our personal traits, behaviours or mindsets (which tend to maintain the status quo) when acting with integrity demands a change (Cox et al., 1999).

On the other hand, ethics is defined as understanding the nature of human values and what constitutes the right conduct (Norman, 1998). It can be argued that the main difference between ethics and integrity lies in the question they try to answer. Ethics tries to answer “how do we understand the world?” while integrity’s concern is “how do we change the world?” (Education for Justice Program, 2019, para. 16). In other words, ethics is related to theory, whereas integrity is related to action. Although these two concepts are often used interchangeably, they are different concepts due to the nature of the question they ask. However, this does not mean that they are unrelated. On the contrary, the values and principles that are mentioned in the definition of integrity are ethical values (Visser et al., 2010) which means that integrity is governed by ethical theories. Moreover, Audi and Murphy (2006) argue that self-standing attributions of integrity are of little practical or intellectual value. Adopting particular ethical theories dictate different integrity approaches. In this respect, I would like to touch upon the major ethical theories to understand the approaches to integrity better.

The Integrity and Ethics module of the Education for Justice program by the United Nations Office on Drugs and Crime identifies three major ethical theories: utilitarianism, deontology and virtue ethics (Education for Justice Program, 2019). As a form of consequentialism, utilitarianism favours that the morality of an action depends on overall social utility. If an action leads to positive consequences (happiness) for society, then it can be deemed as moral. However, the consequences are measured by their overall impact, not according to the decision-makers. The module gives the famous shipwreck example to illustrate the basic notion of utilitarianism. In a shipwreck situation, eleven people jump into a lifeboat which was designed for a maximum of ten people. The lifeboat starts to sink. In this situation, killing the eleventh person is ethical according to utilitarianism because the overall impact will be saving the lives of ten people. Within this perspective, utilitarianism does not fit in integrity as a virtue notion outlined above because according to this notion maintaining the status quo can undermine and suppress integrity. However, utilitarianism, in a way, is after maintaining the status quo (social utility). Also, the studies of Manly et al. (2015) and Riemenschneider et al. (2016) show that students can potentially use the

utilitarian perspective to justify their academic misconduct behaviours. Therefore, it can be argued that integrity approaches are little influenced by utilitarianism.

In contrast to the consequentialist notion, deontology asserts that choices cannot be justified by their consequences (Alexander and Moore, 2021). Actions are moral as long as they comply with certain principles or rules, and the rule of thumb of deontology is “do unto others as you would want them do unto you” (Education for Justice Program, 2019, para. 21). Deontology is not interested in the consequences of actions. It highlights the importance of adhering to the rules. In the shipwreck example, deontology regards killing the eleventh person as unethical because not killing is a universal rule. ENAI’s aforementioned academic integrity definition suggests that deontology has a clear reflection on integrity. Paine (1994) proposes two main academic integrity approaches: rule compliance and integrity approach. The rule compliance approach adopts the premises of deontology. Bernard and Keith-Spiegel (2001) argue that this approach aims to prevent academic dishonesty by controlling student behaviours through externally imposed rules, standards and procedures. It is all about what the rules are and how they are enforced. This approach is punitive in nature (Bretag et al., 2011), and students are regarded as acting with integrity as long as they do not violate the rules.

The third major ethical theory is virtue ethics. This notion rejects the fact that consequences or duties determine whether actions are moral or not. According to virtue ethics, life is too complex to be governed by strict rules that dictate how we should act (Stewart, 2009). This holistic notion is interested in individuals rather than actions. Virtue ethics requires doing the right thing no matter what the circumstances are (Education for Justice Program, 2019). From this standpoint, it can be argued that virtue ethics corresponds to Paine’s (1994) integrity approach. This approach strives to promote responsible behaviour through self-regulation. The process is jointly conducted by all stakeholders. The integrity approach dictates that developing and communicating values, integrating values into education, providing assistance, and identifying and resolving problems should be done through ethical decision-making (Bernard and Keith-Spiegel, 2001). Similarly, Eaton et al. (2017) advocate that educators should strive to cultivate a sense of honour and academic integrity in a holistic and proactive way. The reflection of virtue ethics can also be seen in ICAI’s fundamental values. ICAI (2021) highlights that “more than merely abstract principles, the fundamental values serve to inform and improve ethical decision-making

capacities and behaviour. They enable academic communities to translate ideals into action” (p. 4). As can be seen in ICAI’s statement, differently from the rule compliance approach, the integrity approach uses principles, values or rules to inform and guide the ethical decision-making process.

Over time, the approach to academic integrity has changed from “how do we stop students from cheating?” to “how do we ensure students are learning?” (Bertram Gallant, 2008, p. 112). The latter question corresponds to Paine’s (1994) integrity approach, which takes its roots from virtue ethics. This dissertation relies on the premises of the integrity approach and adopts a proactive and restorative stance towards academic integrity rather than a punitive one. Therefore, creating a culture of academic integrity constitutes the main focus of this dissertation. Çelik (2021) argues that one of the best ways to foster academic integrity is to create a culture rooted in fundamental values of academic integrity (honesty, trust, fairness, respect, responsibility and courage) throughout the school environment. It is essential for students to internalize these values so that they can take responsibility for their learning process, be honest with their work and respect others’ works. Furthermore, an institution-wide teaching and learning approach rooted in academic integrity has implications for supporting students’ academic writing development (Morris, 2016a). For example, when student act with integrity, they are likely to become more motivated and willing to write, which ultimately result in better writing skills. Therefore, second language writing instruction in a value-driven school environment should maximize students’ writing potential (Çelik, 2021).

1.2. Problem Statement

This dissertation addresses four problems, which are the scarcity of academic integrity research at the K-12 level, the lack of effort towards creating a culture of academic integrity at the national level, the difficulty in developing and implementing institutional academic integrity policies and neglecting academic integrity in the second language writing instruction. Each problem will be outlined below.

Academic integrity is fundamental to teaching and learning, and it should be one of the core considerations of curriculums or courses (Augusta and Henderson, 2021). Academic integrity should be taken into consideration in every phase of educational planning, conduct

and evaluation. Failure to consider academic integrity in the education process may result in the curriculum or course outcomes not being realized at the desired level. This is especially true at the K-12 level, where values education fosters the development of positive and ethical competencies of students and strengthens academic achievement (Berkowitz, 2011). We cannot expect students to be truly academically successful without integrity (Bertram Gallant, 2018). Therefore, academic integrity should be one of the main concerns at the K-12 level. However, research on academic integrity at the K-12 level is quite limited. Much of the research on academic integrity focuses on the higher education context. When a simple keyword search is performed on Google Scholar, it can be seen that the combination of the keywords “academic integrity” and “higher education” yields eight times more results than the combination of “academic integrity” and “K-12”. Also, when the latest publications of major integrity-related journals are examined, it can clearly be seen that the majority of papers focus on higher education contexts. It is evident that research on academic integrity at the K-12 level is quite underrated. Many studies underline the fact that students’ academic integrity violations in higher education are a continuation of their habits at the K-12 level (Bacha et al., 2012; Broeckelman-Post, 2009; Dukes, 2012; Gravett and Kinchin, 2020; Hossain, 2021). In this respect, conducting more studies on academic integrity at the K-12 level is essential.

The second problem is that academic integrity is not a priority of education and research in the Turkish context. One concrete indicator of this problem can be seen in the postgraduate theses/dissertations. In the Turkish National Dissertation Database, there is no thesis/dissertation that uses the ‘academic integrity’ phrase in its title, abstract or keywords. However, just one MA thesis contains ‘academic honesty’ in its title. A similar search was conducted on the Turkish National Journal Platform (DergiPark), and the query returned five results. Since national thesis/dissertation and journal databases reflect the research trends of an academic community, it can be inferred that academic integrity is not a trending research topic in Türkiye yet. In their comprehensive study on academic integrity issues in Türkiye, Glendinning et al. (2021) report that Türkiye’s score is low in policy and transparency domains, indicating a lack of academic integrity culture across higher education institutions. This is also valid for K-12 education in Türkiye. In the ‘Purposes of Secondary Education’ section of ‘The Regulation on Secondary Education’, the Ministry of National Education lists 11 purposes of secondary education, one of which is contributing to the moral development of students (MoNE, 2013). Also, in the ‘Expectations from Students’ section,

one of the expectations includes acting with integrity. However, throughout the regulation, the integrity issue is confined to cheating only and predominantly, sanctions to be imposed on cheating incidents are mentioned. No attribution is made toward a culture of academic integrity at secondary schools. This problem is also visible in the academic integrity policies of K-12 level schools in Türkiye. Academic integrity policies or honour codes are essential facilitators of a school climate with integrity (Hendershott et al., 2000). However, to the best of my knowledge and my extensive investigation, none of the K-12 schools (except International Baccalaureate [IB] schools) has an academic integrity policy. Without a well-developed academic integrity policy, it is relatively difficult to build a culture of academic integrity. Therefore, it can be argued that K-12 level schools in Türkiye suffer from a lack of academic integrity culture.

The third problem is related to the development and implementation of academic integrity policies, which are prerequisites for creating a culture of academic integrity (Scanlan, 2006). According to Bretag and Mahmud (2015), the goals of academic integrity policies cover supporting student learning, educating staff and students, promoting the responsible conduct of learning and assessment, aligning the understandings and practices of the academic community with the school's standards, preventing and responding to breaches of academic integrity, and fostering the development of academic and ethical standards. As can be seen, academic integrity policies act as a roadmap for creating an academic integrity culture. However, developing an academic integrity policy is a time-intensive process (Wangaard, 2016). Academic integrity policies are not "one size fits all" prescriptions (East, 2015, p. 489). Institutions should devote considerable effort, attention and time to developing an academic integrity policy that fits their school's tradition (McCabe et al., 2012a). Two reasons why schools balk at developing their academic integrity policies are the time demand and the challenge in this process (Wangaard, 2016). This is especially challenging for K-12 teachers who are less trained in policy development when compared to higher education staff. Therefore, K-12 schools which set out to develop their academic integrity policies may need a guideline or exemplary policies during the development process. In the Turkish context, it is almost impossible to find an exemplary academic integrity policy since none of the K-12 schools have one. Most of the academic integrity policies of IB schools in Türkiye are very far from being an exemplary policy as they are copy-paste documents extracted from the IB Academic Integrity Policy. Therefore, it is essential to help K-12 schools to develop their academic integrity policies. Also, various

factors block or slow down the implementation of academic integrity policies (Morris and Carroll, 2015). During policy development and implementation, expert guidance may be necessary to overcome the challenges of the process.

The fourth problem is about neglecting academic integrity in second language writing instruction. Research into academic writing has a long history. A great deal of previous research into EFL writing has focused on higher education. Moreover, though less varied than higher education research, most of the research on writing skills carried out at the K12 level is situated in writing instructions and writing performance (Zhang et al., 2015). The studies exploring the relationship between writing skills and academic integrity are relatively scarce, especially for second language writing cases. However, it is well-established by various studies that second language writing skills and academic integrity can be closely related constructs (Bretag et al., 2019; Marshall and Garry, 2006; Pecorari, 2003a; Pecorari and Petrić, 2014). A seminal study that supports this assumption is the work of Bretag et al. (2019). In this study, the researchers surveyed 14,086 students to identify the contextual factors that may influence students to contract cheat. Contract cheating occurs when students outsource their assignments to third parties (Clarke and Lancaster, 2006). The study revealed that second language (L2) learners are more prone to contract cheating behaviour, which is a severe violation of academic integrity. Plagiarism is another serious academic integrity violation that has a crucial role in language development (Howard, 1995). The systematic review of Pecorari and Petrić (2014) clearly shows that L2 learner status is seen as a causal or contributing factor in plagiarism. The primary reason for this problem is associated with difficulties in L2 academic writing and insufficient language proficiency (Pecorari and Petrić, 2014). However, several studies show that L2 students face additional problems compared to first language (L1) students during the writing process, such as using and critically evaluating internet sources (Li and Casanave, 2012; Radia and Stapleton, 2008; Stapleton, 2010). Similarly, many scholars (e.g. Flowerdew and Li, 2007; Howard, 1995; Li, 2013a; Li and Casanave, 2012; Pecorari, 2003a, 2008) see patchwriting, which is a form of academic integrity violation in L1 writing, as a developmental strategy in L2 writing due to the contextual factors of L2 learners. From this perspective, academic integrity should be considered an essential component of L2 writing pedagogy.

It is evident that integrating academic integrity into L2 planning and policies can have concrete implications on learners writing development. The studies of Abasi and

Graves (2008) and Chen and Ku (2008) show that language policies that lack academic integrity can negatively affect students' writing development. Therefore, L2 writing instruction should be planned by paying particular attention to academic integrity and, similarly, academic integrity policies should be responsive to the L2 learner status, which corresponds to the language acquisition planning suggested by (Cooper, 1989). However, EFL writing at the K12 level is a highly neglected issue. As M.M. Wu (2020) states, learning writing in L2 is a process of developing dexterous and ethical habits. Therefore, it is essential to develop L2 writing skills with academic integrity at the K12 level. When the primary (MoNE, 2018a) and secondary (MoNE, 2018b) schools English teaching curricula in Türkiye are examined, it can be seen that there is no reference to academic integrity in the language program. Within this framework, it is necessary to develop institutional academic integrity policies with a special focus on EFL writing, and writing instruction should be planned by considering academic integrity.

1.3. Purpose of the Study

The main focus of this dissertation is twofold: academic integrity and EFL writing at secondary schools. Bearing on the problems outlined above, this dissertation pursues several goals. Initially, my primary purpose was to investigate the effect of a Writing with Integrity program on the EFL writing development of high school students. However, my extensive research and intensive critical readings on academic integrity revealed that investigating this relationship would not be possible by solely adhering to a conventional experimental design without achieving the preliminary conditions. Also, the feedback I got from the Late Professor Tracey Bretag, as one of the most influential scholars of the academic integrity community, during the proposal of this dissertation helped me a lot to situate the background of this dissertation on a firm basis. The literature and the opinions of academic integrity scholars showed me that without establishing a culture of academic integrity across the research site, it would not be possible to investigate if the writing with integrity education truly works. Therefore, before investigating the relationship between academic integrity and English as a Foreign Language (EFL) writing, I set out to work on creating a culture of academic integrity at the research site. As stated in the problem statement section, scholars concur that the first and foremost component of creating a culture of academic integrity at schools is developing and implementing an academic integrity policy. However, currently, it is almost impossible for K-12 schools in Türkiye to develop and implement an effective

academic integrity policy as there are no exemplary policies or guidelines in the Turkish context. Accordingly, I decided to review as many K-12 school policies from all over the world as possible and prepare a tool so that school teachers can develop their academic integrity policies with my guidance. This would constitute the preliminary condition to be achieved, and I conducted a preliminary study to develop an academic integrity policy writing tool for K-12 schools. To sum up, I conducted a preliminary study (developing the academic integrity policy writing tool), the main study (creating a culture of academic integrity) and a follow-up study (relationship between academic integrity and EFL writing) for this dissertation.

One of my driving motives when determining the purposes of this dissertation was my understanding of a dissertation project. As a researcher, I strongly believe in the power of turning the outcomes of a research project into outputs for public use. Therefore, in the first preliminary study (developing an academic integrity policy writing tool), on the one hand, I aimed to help research school to develop their academic integrity policy, and on the other hand, I wanted to create an online policy writing tool using the data I gathered in this step and make it available for all K-12 schools so that they can develop their academic integrity policies step by step. Also, I aimed to create a research-informed Writing with Integrity MOOC course for K-12 teachers and students. From this standpoint, the purposes of this study are as follows:

- Developing an online academic integrity policy writing tool for K-12 schools,
- Identifying facilitators of and barriers to creating a culture of academic integrity at secondary schools,
- Investigating the relationship between creating a culture of academic integrity and EFL writing development in secondary schools,
- Producing outputs from the outcomes to disseminate the dissertation findings.

1.4. Significance of the Study

This study is significant from several points. First, this dissertation is the first PhD project in Türkiye that focuses on academic integrity. Although academic integrity is a neglected research topic in Türkiye, recent developments suggest that there is awareness of academic integrity in Turkish academia. For instance, an Academic Integrity Research and

Application Centre was recently established at Çanakkale Onsekiz Mart University (ÇOMU). A special issue related to academic integrity was published in a Turkish journal. ÇOMU organized an academic integrity PhD summer school with the participation of influential academic integrity scholars from all over the world. Also, ÇOMU coordinates an Erasmus+ Cooperation Partnerships in Higher Education project named “Facing Academic Integrity Threats”. These developments show that academic integrity has the potential to be a trending research topic in Türkiye. Therefore, this dissertation may provide useful insights for future academic integrity researchers in Türkiye.

Second, academic integrity at the K-12 level is relatively underrated when compared to higher education. However, many studies concur that academic integrity-related problems in higher education stem from the lack of academic integrity education at the K-12 level (Bacha et al., 2012; Dukes, 2012; Gravett and Kinchin, 2020; Hossain, 2021). So, this study will contribute to the body of knowledge by providing insights about facilitators and barriers to creating a culture of academic integrity at the K-12 level. As for the Turkish context, this will be the first study to focus on this topic and may produce valuable takeaways for the Ministry of National Education (MoNE).

Third, the online academic integrity policy writing tool will be disseminated for the use of all K-12 schools that need to develop an academic integrity policy. The development of an academic integrity policy is a time-consuming and demanding process that requires expert guidance (McCabe et al., 2012a). Therefore, schools that cannot take on this challenge may refrain from developing their policies (Wangaard, 2016). The academic integrity policy writing tool makes policy development more manageable by providing a step-by-step guide. Therefore, the practicality of the tool may encourage K-12 schools to take on the challenge and develop their academic integrity policies.

Fourth, research on academic integrity and second language writing mainly focuses on a particular topic such as contract cheating (Bretag et al., 2019) and plagiarism (Pecorari, 2008; Pecorari and Petrić, 2014) or patchwriting (Howard, 1995; Li and Casanave, 2012; Pecorari, 2003a). This study adopts a more holistic approach and extensively investigates the relationship between academic integrity and EFL writing development.

1.5. Definition of Key Terms

Academic integrity: “Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship” (Tauginienė et al., 2018, p. 7).

Academic misconduct: “Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society” (Tauginienė et al., 2018, p. 8).

Plagiarism: “Using words, ideas, or work products attributable to another identifiable person or source without attributing the work to the source in a situation in which there is a legitimate expectation of original authorship” (Fishman, 2009, p. 5).

Patchwriting: “copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym substitutes” (Howard, 1992, p. 233).

Rhetorical intertextuality: “a way of labeling and gesturing toward an approach to source use that is dialogic, generative, and attentive to the interactive relations between writers, their sources, and their audiences” (Howard and Jamieson, 2021, p. 388).

1.6. Limitations

The limitations of the preliminary, main and follow-up study are presented within the corresponding chapters.

1.7. Assumptions

In this study, it was assumed that participants answered interview questions honestly and that the data obtained reflected their true beliefs. It was also assumed that data collection tools and analysis methods were appropriate in terms of validity and reliability.

1.8. Organization

This dissertation is a collection of three studies, namely the preliminary, main, and follow-up study, and is organized into five chapters. Chapter 1 presents the dissertation's general introduction, including the theoretical framework, problem statement, the purpose of the study, the significance of the study, definitions of key terms, limitations, assumptions, and abbreviations. The preliminary study (Chapter 2), the main study (Chapter 3) and the follow-up study (Chapter 4) are presented in the following three chapters. The last chapter (Chapter 5) concludes the dissertation with a general summary and conclusion.



CHAPTER 2 – PRELIMINARY STUDY

Developing a Multipronged Academic Integrity Policy Writing Tool for Secondary Schools

2.1. Introduction

The notion of academic integrity has experienced certain paradigm shifts (Bretag and Mahmud, 2015; Martin and Haeringen, 2011), and from time to time, it has been understood and approached in a variety of ways by different scholars and communities. In one of her interviews, Tracey Bretag, one of the most influential champions of academic integrity, makes the following remark about academic integrity based on her long-time experience in the field: “academic integrity is a positive and ethical approach to learning, and one that requires a shared understanding across all stakeholders, developed through induction, ongoing training, mentoring, collegial conversations and institutional commitment” (Peters, 2019, p. 753). Distilled from her experiences and insights, Bretag manifests the indispensability of academic integrity in education. Similarly, Donald L. McCabe, who is regarded as the founding father of the academic integrity field (ICAI, n.d., para. 2), regards academic integrity as the cornerstone of academia and maintains that today’s students are tomorrow’s leaders, which is why we should care about academic integrity (McCabe et al., 2012a). Caring about academic integrity ultimately pays off with an honest society.

Academic integrity is best achieved by creating a culture at schools. Developing and implementing an academic integrity policy is one of the key elements of creating a culture of academic integrity (Morris, 2016b; Scanlan, 2006). It is well established that developing and implementing effective academic integrity policies have clear implications for upholding academic integrity at schools (Martin and Haeringen, 2011; McCabe et al., 2003; Stoesz and Eaton, 2020; Wangaard, 2016). Academic integrity policies lead to sustainable change within institutions (Morris, 2016b) and help all stakeholders be on the same page in the conduct of education. Not having a unified method to handle academic integrity issues (Spain and Robles, 2011), varied understanding of staff in responding academic misconduct and straightforward quick fixes (Morris and Carroll, 2015) damage to the academic integrity

perception in schools. Therefore, developing an academic integrity policy is a *sine qua non* in creating a culture of academic integrity.

Ozga (2000) defines educational policy development as a “struggled-over” process involving negotiation and contestation between different groups. This is also true for academic integrity policy development, which requires significant time (Wangaard, 2016), patience and attention (McCabe et al., 2012a). Such policies are expected to be the end products of a collaborative effort of all stakeholders in a school. Therefore, academic integrity policy development not only involves field knowledge but also requires management strategies. One concern about academic integrity policy development is that these policies are not *off-the-shelf* documents; on the contrary, they are institution-specific. Therefore, institutions should devote considerable time and effort to developing an academic integrity policy that works best for their settings. Since academic integrity is not a matter of *one size fits all* (East, 2016), academic integrity policies should include contextual elements besides research-informed approaches and practices. Another problem is that academic integrity policies that do not originate from school culture fall short in upholding academic integrity across the school (Roig and Marks, 2006). Moreover, people are more eager to adhere to a policy they developed rather than the policies imposed on them (Whitley and Keith-Spiegel, 2001). In this respect, developing and implementing an academic integrity policy should be among the top priorities of educational institutions.

As mentioned above, developing an academic integrity policy is not an easy task to achieve. Academic integrity policies are binding documents with social, psychological, and legal consequences and thus should be developed delicately. These documents act as a blueprint to establish a culture of academic integrity within institutions. Therefore, such policies should be comprehensive and inclusive enough so as not to neglect any issue in establishing a culture of academic integrity. Moreover, academic integrity policies should be formative and summative in nature. That is, they not only frame violations and sanctions but also improve student learning around academic integrity (Bertram Gallant, 2017a). In other words, academic integrity policies should adopt a holistic, multipronged approach encouraging scholarly behaviours around the fundamental values of academic integrity across the school environment (Morris and Carroll, 2015).

The development of a multipronged academic integrity policy requires the shared understanding and responsibility for academic integrity within schools (Eaton et al., 2020),

aligning policy with teaching practices (East, 2009), assessment design (Martin and Haering, 2011) and curriculum (Bretag et al., 2011). It can be argued that K-12 schools are likely to experience challenges in developing a multipronged academic integrity policy. Moreover, this challenge may be one of the reasons why schools refrain from developing their policies (Wangaard, 2016). K-12 schools, motivated to create a culture of academic integrity in their settings, may need a roadmap or guideline during the process. From this standpoint, this study set out to identify the core themes of a multipronged academic integrity policy, reveal the qualifications of each theme and, based on this data, develop an online academic integrity policy writing tool that K-12 schools can use to develop their academic integrity policies.

2.2. Related Literature on Academic Integrity Policy Analysis

The twenty-first century has witnessed a major paradigm shift in the focus of academic integrity, from how we stop student cheating to how we ensure student learning (Bertram Gallant, 2008). Gallant (2016) describes the main idea behind this new movement as “academic integrity is a desired achievable for educational institutions and in order to achieve the desired end of academic integrity, the approach must be systemic and robust” (p. 975). This systemic and robust approach to academic integrity results in adopting holistic and multipronged strategies (Morris and Carroll, 2015) rather than a rule compliance strategy (Paine, 1994) in the development of academic integrity policies. Rooted in the premises of the systems approach, the International Center for Academic Integrity proposes that, for an effective academic integrity policy, schools should align their vision and mission with academic integrity, educate all stakeholders in the school, create positive pedagogical environments to promote academic integrity, highlight the positive aspects of academic integrity, regularly review and revise academic integrity policies, encourage and support good behaviours (ICAI, 2021). The adoption and the implementation of new approaches in institutional policies have always attracted academic integrity scholars. Therefore, there are several well-designed policy analysis studies, which will be presented below, investigating institutional academic integrity policies from different perspectives. It is worth noting that many of these studies address higher education contexts. To the best of our knowledge, there is no policy analysis study conducted at the K-12 level.

Grigg's (2010) PhD dissertation investigated the conceptualization and depiction of plagiarism in academic integrity policies of 39 Australian universities from a linguistic perspective. Grigg draws on how plagiarism is depicted in policies and the institutional responses to plagiarism. She found that depictions, conceptualizations and responses to plagiarism are primarily based on the student intention in the policies examined, which may come up with undesirable consequences for teaching and learning. Grigg's study validates Bretag's vision about changing our understanding of academic misconduct. Bretag claims that, for a long time, we placed the responsibilities (in terms of academic integrity) on the shoulders of students, and it is time to focus more on creating a culture of academic integrity rather than framing student behaviours to prevent academic misconduct (Peters, 2019). Grigg's analysis shows that academic integrity in the policies examined is confined to student behaviour rather than as a teaching and learning issue.

The study of Bretag et al. (2011) reported on approaches to academic integrity in the policies of 39 Australian universities. The research team conducted the analysis in two stages. In the first stage, they conducted a preliminary coding based on the literature, their expertise and the findings of Grigg's (2010) dissertation. At the end of the first stage, they identified 20 categories. In the second stage, the team identified potential exemplar policies and determined the core elements of an exemplar academic integrity policy which are access, approach, responsibility, detail and support. After a deeper analysis of identified five elements in the policies, Bretag et al. (2011) highlight the need for a far-reaching reform in higher education that encourages ethical scholarship at all levels. The study of Bretag et al. also reveals the need for multipronged academic integrity policies that frame academic integrity from an educative perspective.

Glendinning and her colleagues conducted three policy analysis projects across European higher education institutions. The first project, titled "Impact of Policies for Plagiarism in Higher Education Across Europe (IPPHEAE)", surveyed 27 European countries whether the current policies were working or not (Glendinning et al., 2013). This comprehensible project evaluated academic integrity policies from various perspectives by portraying the strengths and weaknesses of each participating country with the Academic Integrity Maturity Model that the research team developed. The project concluded that policies of higher education institutions fall short in detecting and deterring academic dishonesty (Foltýnek and Glendinning, 2015). Using the same methodology in the IPPHEAE

project, Glendinning et al. (2017) conducted “South East European Project on Policies for Academic Integrity (SEEPPAI). In this project, the research team investigated the academic integrity policies of six South-East European countries, namely Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia and Macedonia. The SEEPPAI project concluded that the six countries examined lack rigour in policies for managing academic misconduct. Similar to the studies of Grigg (2010) and Bretag et al. (2011), the SEEPPAI project highlighted the punitive approach to academic integrity in the policies of participant countries. After IPPHEAE and SEEPPAI projects, Glendinning et al. (2021) focused on the remaining countries of the European Cultural Convention, which are Armenia, Azerbaijan, Georgia, Kazakhstan and Türkiye, as the final phase of the 8-year project by means of “Project on Academic Integrity in Caucasus, Kazakhstan and Türkiye (PAICKT)”. In this project, the research team aimed to identify and analyse the academic integrity policies of participating countries based on the Academic Integrity Maturity Model and identify strengths, weaknesses and good practices. The problems identified by the project are lack of consistency in the approach to academic misconduct, lack of training in academic writing, limited access to text-matching software and failure in the interpretation of similarity reports. Similar to the results of IPPHEAE and SEEPPAI projects, surveillance and punishment centred approach to academic integrity continues to be a problem for these countries, too. Eight-year longitudinal policy analysis journey of Glendinning and her colleagues across European universities makes it evident that there is still much to do to popularize the holistic, systemic and multipronged approach to academic integrity policies.

The last two policy analysis studies in the higher education context took place in Canada. Stoesz et al. (2019) examined the academic integrity policies of 22 public universities located in Ontario, Canada, based on the five core elements (access, approach, responsibility, detail and support) outlined in Bretag et al. (2011) according to the document type, language and principles in the policies. The primary focus of this analysis study was on contract cheating which is serious academic misconduct (Clarke and Lancaster, 2006). From this perspective, Stoesz et al. (2019) found that the academic integrity policies examined failed to address contract cheating, and no exemplary policy was detected. In the other policy analysis study conducted in Canada, Stoesz and Eaton (2020) analysed 45 academic integrity policies from 24 universities, building on their previous study (Stoesz et al., 2019). The findings reveal that punitive approaches to academic misconduct still prevail in the academic integrity policies in Canada. Drawing on their findings, Stoesz and Eaton

(2020) suggest universities should revise their academic integrity policies around educative approaches to academic integrity.

The literature suggests that the paradigm shift in the field of academic integrity from a rule-compliance, punitive approach to a holistic, systemic and multipronged approach is still not internalized by educational institutions at the desired level. This new approach challenges educators to align academic integrity with teaching and learning practices (Bertram Gallant, 2008). This is especially true for K-12 schools which have no background knowledge, expertise or guidance but aspire to develop their academic integrity policies. Within this scope, this study is significant in that the output of this study (academic integrity policy writing tool) will help K-12 schools develop a holistic and multipronged academic integrity policy.

2.3 Methods

2.3.1. Research Design

In the first phase, this study employed inductive thematic analysis in which coding of data is done without a pre-existing coding scheme, and the themes are strongly linked to the data (Patton, 2014). Since no policy analysis study is conducted on K-12 schools' academic integrity policies in the literature, inductive thematic analysis is an appropriate method to discover themes in such policies. In the second phase, I conducted a deductive thematic analysis to explore the nature of each theme in the policies.

2.3.2. Data Collection and Analysis

At the onset of the study, a K-12 academic integrity policy corpus was compiled. Only the high school policies that were publicized on the schools' websites were collected. To collect the policies, the Google search engine was used with the following queries: “*** high school academic integrity policy”, “*** high school academic honesty policy”, “*** high school honour (or honor) code”. From the query results, the policies in the English language were included in the corpus. During data collection, I found that many schools used the same academic integrity policy (especially International Baccalaureate- IB schools). In such cases, only one policy was added to the corpus, and the same copies were excluded.

The policies in PDF or DOC(X) format were directly saved to the repository. The policies in the HTML format were added by transforming them into the DOC format. In the end, 79 academic integrity policies were collected from USA ($n = 44$), Europe ($n = 22$), Canada ($n = 8$), and Asia ($n = 5$). I made the coding using the MAXQDA software and identified the initial codes. Then, we formed a group of 4 academic integrity scholars to review the codes and translate them into themes. The other three scholars (Dr. Salim Razi, Dr. Zeenath Reza Khan and Dr. Shivadas Sivasubramaniam) were academic integrity experts from the ENAI Academic Integrity Policy working group who kindly agreed to contribute to reviewing the codes. After ensuring the consensus about the themes, I conducted a deeper analysis for each theme to report how these themes were approached and depicted in the policies.

2.3.3. Limitations

The first limitation of this study is that more than half of the policies collected (56%) belong to the US based high schools. During the creation of the policy corpus, I adopted “the larger the better” approach and included all policies that fit the search criteria. Regional distribution of the policies was not the intended result. Second, only the policies in English language were added to the corpus and analysed. Third, the collected policies are only high school policies. Higher education or other K12 level school policies were excluded.

2.4 Results

Before the coding process, I calculated the total word count of all policy documents in the corpus to determine the average word count. The average word count was 1,829, corresponding to 5-6 pages of a Word document. Then, I generated the initial codes using the MAXQDA software and identified 39 main codes and 151 sub-codes. Figure 1 illustrates the preliminary code cloud based on the initial coding.



Figure 1. *The Preliminary Code Cloud of Academic Integrity Policies*

The wording varied across the policies examined. For example, some policies preferred to use the term “violation” ($n = 23$) while some others preferred to use “infraction” ($n = 22$) or “offence” ($n = 8$) which can correspond to the same theme. Similarly, the terms “consequences” and “sanctions” were used interchangeably in the policies. Therefore, with a team of four, we conducted a rigorous effort to review the codes and translate them into themes in three rounds. In the first round, I sent my initial codes and themes (along with the policies and coding outputs) to the team members and asked them to review the codes and themes. In the second round, I organized the themes based on the team members’ suggestions and asked them to accept or reject the changes made by team members with justifications. In the third round, we discussed the disputable points and reached a consensus on the themes and sub-themes of a K-12 academic integrity policy. Figure 2 shows the main and sub-themes.



Figure 2. *The Main Themes and Sub Themes of a K-12 Academic Integrity Policy*

After identifying the themes in the policies, I conducted an in-depth deductive analysis of each theme to reveal how these themes are depicted in the policies using the MAXQDA software. The report of the theme-based analysis is presented below.

Cover Page

Some of the policies published in PDF or DOC format started with a cover page ($n = 26$), including the name of the policy, the name of the school, the logo of the school and the effective date of the policy. Although the majority of schools used “Academic Integrity Policy” as the title of the policy, some other titles were also used, such as “Academic Honesty Policy” or “Honor Code”. Some schools included the policy’s effective date, indicating when the policy was accepted and until when it would be valid.

Introduction

Under this theme, policies introduced the general aspects of the school. While some schools gave a detailed snapshot, many schools kept this introduction brief and concise. Also, some schools included their mission and vision statement in the introduction part. However, there were no particular attribution to academic integrity in the mission and vision statements of the policies.

Statement of Philosophy

Under this main theme, I identified five sub-themes. The first one is the school's attitude towards academic integrity. In the policies examined, this sub-theme covered several points such as why academic integrity is important in their context, how academic integrity serves to achieve the school's goals, how academic misconduct violates the integrity of the school, their expectations from students in establishing academic integrity, the responsibilities of all stakeholders in establishing academic integrity, the connection between establishing academic integrity and 21st-century skills, school's goal to raise honest individuals for society and the role of academic integrity, a list of the school's core values and the role of academic integrity in realizing these values, how establishing academic integrity serves to realize the school's vision and mission statement, school's academic integrity principles and academic integrity motto. The second sub-theme is the purpose of the policy. In this part, the mentioned topics are how important establishing a culture of academic integrity and having an academic integrity policy are, how academic integrity serves to establish a culture of academic integrity, the main aim of the academic integrity policy, a list of the anticipated outcomes of the academic integrity policy, and how the policy contributes to the culture of academic integrity at the school. The third sub-theme is the development process of the policy. In this theme, schools mentioned the development process of the policy, covering the issues such as the stakeholders involved in the development of the policy and their contributions, the methodology used to develop the policy, the timing, the challenges, and whether they were guided by external documents or people. The fourth sub-theme is the scope of the policy in which schools provide a short summary of the policy and state whom and in what areas (tests, exams, assignments) the policy applies. The last sub-theme is access to the policy, in which the mediums that the policy can be reached are listed.

Definitions

Under this theme, the majority of policies mainly provided definitions of academic misconduct types and framed acceptable and unacceptable behaviours by giving examples.

Academic Integrity Education

Further analysis of this theme showed that the policies examined considerably lack elements of academic integrity education. Very few schools ($n = 12$, 15%) addressed how to uphold academic integrity in their settings. However, much of these mentions are limited to a couple of teacher responsibilities indicating what teachers should do to teach academic integrity.

Academic Integrity Council

Only 12 schools articulated to have an academic integrity council (or committee) responsible for the conduct of academic integrity issues. However, the policies fall short in providing detailed information about the council, such as the council's definition, roles and responsibilities, member selection and decision-making process etc. Only one policy described the council members and duties. Other policies vaguely refer to the council's role in investigating the suspected cases.

Roles and Responsibilities

The roles and responsibilities of stakeholders are well-described in most academic integrity policies examined. The stakeholders are identified as administrators, teachers, students, parents and librarians. The responsibilities of stakeholders compiled from the policies are presented in Table 1.

Table 1

The Responsibilities of Stakeholders Identified in the Academic Integrity Policies

| Stakeholder | Responsibilities |
|----------------------|--|
| Administrator | Assisting in establishing a culture of academic integrity throughout the school Consulting and collaborating with teachers to make informed decisions |

Creating a school-wide environment that promotes academic integrity
Encouraging teachers to enforce academic integrity policy
Encouraging teachers to use best practices in the classroom
Enforcing appropriate disciplinary actions in case of violations
Ensuring that academic integrity policy is a part of the curriculum
Ensuring that academic integrity policy is applied consistently through the school
Ensuring that all stakeholders are informed of and have access to the academic integrity policy
Ensuring that all stakeholders understand academic integrity policy
Ensuring that the consequences of violations are taught to all students
Ensuring the regular review of academic integrity policy
Informing the members of the community about the policy changes and updates
Investigating the violations of academic integrity
Keeping records of academic integrity policy violations
Providing a safe environment for students to report violations
Providing professional development for teachers about academic integrity
Providing teachers with the materials to guide students in maintaining academic integrity
Supporting teachers in following through the procedures and protocols of academic integrity policy

Teacher

Assembling relevant evidence in case of academic misconduct
Assisting in establishing a culture of academic integrity throughout the school
Being clear (preferably in writing) about when students are allowed to collaborate
Being specific as to whether work is to be cooperative or individual
Clearly outlining plagiarism definition and policy expectations at the beginning of the year
Contacting parents in case of academic misconduct

Creating a learning environment that supports academic integrity

Embedding academic integrity policy into their syllabi

Employing authentic teaching and learning strategies

Enforcing the policy equally among students

Ensuring that students are aware of what constitutes academic integrity and misconduct

Ensuring that students receive guidance on how to produce genuine and authentic work

Ensuring that the academic integrity policy is being applied consistently throughout the class

Giving students regular feedback and encouraging them to respond to the feedback

Including academic integrity in assessments explicitly

Keeping a calendar so that students know ahead of time what will be expected of them

Modelling good practice and being vigilant in addressing all instances of malpractice in a timely manner

Monitoring students' works proactively to guide academically honest practices

Offering learning experiences that gives students chances to see models and develop research skills in integrity

Participating in academic integrity workshops as a part of professional development

Presenting tests in various formats and using a variety of assessment techniques

Providing a written explanation of specific expectations for complying with the Academic Integrity Policy in their classes and facilitating a discussion of those expectations

Providing students with explicit requirements and directions for both work and technology

Reporting violations of academic integrity to school administration and parents

Reviewing academic integrity policy with students

Supervising students actively during exams
Supporting students to become actively responsible for their own learning
Taking appropriate actions in case of academic misconducts
Teaching and reviewing the correct use of documentation when assigning work
Teaching students how to use the school's referencing styles and tools
Teaching, monitoring and assessing the research skills in order to equip students with the tools necessary to maintain academic integrity

Student

Accepting responsibility for what they know and what they do not know
Asking the teacher when unclear about an assignment
Avoiding situations that might contribute to academic misconduct
Behaving accordingly to the guidelines outlined in the academic integrity policy
Being prepared to provide evidence of their preparation for an assignment when questioned by the authenticity of the work
Completing the works according to the deadlines
Confirming the academic integrity policy by signing the student pledge
Contributing to a positive school climate by behaving appropriately
Crediting authors by citing the source appropriately
Demonstrating academic integrity in all aspects of their work
Discussing academic integrity issues with parents
Encouraging their peers to comply with the academic integrity policy
Ensuring that their actions comply with the academic integrity policy
Expressing their concerns regarding academic integrity to relevant bodies
Initiating the appeal process if necessary
Knowing citation rules and using them
Knowing the difference between collaboration and collusion

Knowing the sanctions that will be imposed in case of violating academic integrity

Knowing what academic integrity means

Knowing what behaviours and attitudes violates academic integrity

Learning how to attribute work properly by citation, footnote and bibliography

Not allowing others to cheat in the exams

Not changing an exam item when the exam is returned for review

Not cheating in the exams

Not entering teacher offices or other restricted areas without permission

Not looking at another's test or allowing his/her test to be seen

Observing test time limits

Obtaining assistance of school staff or teachers when unable to resolve conflicts

Participating actively in class and attending regularly

Preparing adequately for all forms of evaluation

Protecting the work done – not lending or borrowing homework

Reporting misconduct violations to the person in charge

Respecting the copyright of authors and avoiding using illegal prints

Respecting the works of others

Seeking assistance from their teachers

Seeking only appropriate help from parents, tutors and other students

Seeking the most peaceful means of resolving the conflicts

Showing the drafts of their assignments to teachers at various stages

Valuing academic integrity

Working to produce authentic work

Parents

Assisting in establishing a culture of academic integrity

Collaborating with school administration in cases where their children violate academic integrity policy

Encouraging their children to comply with the academic integrity policy

Encouraging wise use of time
Ensuring their children's regular attendance to school
Establishing a good level of communication with the school
Having an awareness of academic integrity and misconduct
Having knowledge of the academic integrity policy and the consequences of not abiding by it
Having regular contact with school staff
Helping their children access supportive groups or programs designed to improve academic integrity
Keeping track of assignments, calendars etc.
Knowing that the tasks assigned to students by the school are the responsibilities of their children
Not allowing their children to use illegal materials
Providing a good study environment
Providing a positive example for adhering to the academic integrity policy
Reading and discussing academic integrity policy with their children
Reducing the pressure for "success at any cost"
Sharing any concerns or complaints with school officials
Signing the necessary documents
Supporting the school administration in enforcing the academic integrity policy
Supporting their children's efforts to complete tasks themselves

Librarian

Acting as a liaison for teachers and students to provide ethical guidance
Collaborating with classroom teachers to develop research skills
Ensuring students follow citation styles promoted by the school
Maintaining the use of text-matching tools used by the school
Promoting academic integrity within the school
Providing trainings for students and teachers about using text-matching tools
Reinforcing academic integrity expectations

Investigation of Suspected Cases

Most of the policies clearly define how they handle the investigation process. Two sub-themes were identified under this theme: case reporting and case investigation. Most policies offer clear guidelines on how potential misconduct cases will be reported. This sub-theme covers informing the relevant coordinator, alerting the administration, contacting the parents, filling out the case reporting form and securing the evidence. Similarly, investigation protocol, the second sub-theme, is well-framed in most policies. In the policies, schools highlight who takes part in the investigation process, their roles, who will be notified, how they will be notified (a call, a letter or a face-to-face meeting) and the time span of the actions.

Response to Academic Misconduct

Under this main theme, three sub-themes were identified as violations, sanctions and appeal process. Since the majority of the policies examined adopted a punitive approach to academic integrity, the violations and sanctions were identified in detail. Most of the policies presented various example situations for each violation. The academic integrity violations identified in policies are unexcused absence, collusion, computer-electronic communication misuse, copying, denying others access to material or information, duplication, exam session violations, fabrication, failure to contribute to a collaborative project, falsification, misinterpretation, lying, obtaining or providing an unfair advantage, plagiarism, stealing, unauthorized distribution of materials, unauthorized access to any records. The list of violations and example situations found in policies are presented in Table 2.

Table 2

Violations and Example Situations Found in Policies

| Misconduct Type | Example Situations |
|------------------------|---|
| Collusion | Allowing one's work to be copied or submitted for assessment by another (Dwight School Seoul Korea) |

| | |
|---|---|
| | <p>Working with another person for credit without the teacher's permission (Lago Vista High School)</p> <p>Helping another student to complete (or being helped by another student to complete) assigned work in a manner not permitted by the teacher (The Hotchkiss School)</p> |
| Computer-Electronic Communication Misuse | <p>Unauthorized use of electronic devices and other technology (TASIS England)</p> <p>Accessing inappropriate websites (TASIS England)</p> <p>Misuse of account credentials (TASIS England)</p> <p>Disrupting the normal operation of a technology system (TASIS England)</p> <p>Using an on-line translator for more than words or phrases (The Fremont Union High School)</p> |
| Copying | <p>Taking the work of another student, with or without his or her knowledge and submitting it as one's own (Braintree Sixth)</p> <p>Sharing work with others that was assigned to be done individually (Morgan County High School)</p> |
| Denying Others Access to Material or Information | <p>Denying others access to scholarly resources, or to deliberately impede the progress of another student or scholar (Chinook High School)</p> <p>Giving other students false or misleading information (Chinook High School)</p> <p>Making library material unavailable to others by stealing or defacing books or journals (Chinook High School)</p> <p>Altering computer files that belong to another (Chinook High School)</p> |
| Duplication | <p>Submitting identical or substantial portions of similar work for credit more than once (Illinois Math and Science Academy)</p> <p>Submitting or presenting a piece of work for a different assessment in a different course (Braintree Sixth)</p> |

| | |
|--------------------------------|--|
| Exam Session Violations | <p>Communicating with another candidate in an exam (Braintree Sixth)</p> <p>Bringing unauthorized material into an exam room (Braintree Sixth)</p> <p>Consulting during an exam in order to gain unfair advantage (Braintree Sixth)</p> <p>Viewing or using tests or exams without permission of the teacher (Canadian Independent College)</p> <p>Giving unauthorized aid to other students during an exam (Canadian Independent College)</p> <p>Using any kind of “cheat notes” during an exam, test, or quiz (The Fremont Union High School)</p> <p>Impersonating another student (Redlands High School)</p> <p>Stealing an exam (before/during/after an exam) (Redlands High School)</p> <p>Using an unauthorized calculator or other smart device during an exam (Redlands High School)</p> <p>Violating the expectations regarding electronic devices and testing situations (Chinook High School)</p> <p>Leaving the testing room without permission (Chinook High School)</p> <p>Creating a disturbance during an exam (Chinook High School)</p> |
|--------------------------------|--|

| | |
|--------------------|---|
| Fabrication | <p>The falsification or invention of any information or citation in an academic exercise (Chinook High School)</p> <p>Falsifying or inventing any data (Illinois Math and Science Academy)</p> <p>Presenting data that were not gathered in accordance with standard course practices or other specified guidelines for data collecting (Illinois Math and Science Academy)</p> <p>Copying another student’s data and representing it as your own (Illinois Math and Science Academy)</p> |
|--------------------|---|

| | |
|---|---|
| | <p>Creating false bibliographies (Hillcrest High School)</p> <p>Creating false lab results (Hillcrest High School)</p> <p>Forging of signatures (Hillcrest High School)</p> <p>Doctoring or tampering with official documents, either through technological means or on hard copies (Hillcrest High School)</p> <p>Altering a transcript or report card (The Fremont Union High School)</p> <p>Signing another person's name to an attendance roster or grade check (The Fremont Union High School)</p> |
| Failure to contribute to a collaborative project | <p>Not doing one's fair share (Hillcrest High School)</p> <p>Not completing your part of a group project (Hillcrest High School)</p> <p>Not being prepared for a group presentation (Hillcrest High School)</p> <p>Claiming credit for work in a group project when work was done by others (The Fremont Union High School)</p> |
| Falsification | <p>Altering documents affecting academic records (Illinois Math and Science Academy)</p> |
| Misinterpretation | <p>Forging a signature (Illinois Math and Science Academy)</p> <p>Obtaining and/or using school letterhead for any purpose without permission (Illinois Math and Science Academy)</p> <p>Altering data to suit a student's investigations or collecting data in an inappropriate way (Braintree Sixth)</p> <p>Inventing information or sources (Morgan County High School)</p> <p>Writing up a fake interview (The Fremont Union High School)</p> |
| Lying | <p>Lying about attendance or ability to complete assignments and/or assessments (The Fremont Union High School)</p> <p>Lying about other people being responsible for low grades or missing scores/assignments</p> |

| | |
|---|--|
| | Knowingly making a false statement (Marriotts Ridge High School) |
| Obtaining or Providing an Unfair Advantage | <p>Gaining or providing access to examination materials prior to the time authorized by the instructor (Illinois Math and Science Academy)</p> <p>Providing materials, information or other assistance on an academic assignment without authorization from the instructor (Illinois Math and Science Academy)</p> <p>Gaining or providing access to previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor (Illinois Math and Science Academy)</p> <p>Intentionally obstructing or interfering with another student's academic work (Illinois Math and Science Academy)</p> <p>Actions that prevent others from completing their work (Hillcrest High School)</p> <p>The intentional destruction of another's work (Hillcrest High School)</p> |
| Plagiarism | <p>Accidental or deliberate use of someone else's ideas, words or work (ACS Egham International School)</p> <p>Taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it as if it was a student's own work (Braintree Sixth)</p> <p>Copying and pasting from websites without acknowledging the source (Braintree Sixth)</p> <p>Failing to use quotation marks on a direct quotation (Braintree Sixth)</p> <p>Paraphrasing work and not referencing the original source (Braintree Sixth)</p> <p>Translating work from one language to another without citation (Canadian Independent College)</p> |

| | |
|---|---|
| | Copying and pasting from an online source and submitting it as your own work (Canmore Collegiate High School) Citing sources incompletely with intention to deceive (Central Bucks High School) |
| Stealing | Stealing an exam (before/during/after an exam) (Redlands High School) Taking, obtaining, or using others' property or works without the express permission of the owner (Marriotts Ridge High School) |
| Unexcused absence | Using unexcused absence not to turn in work |
| Unauthorized Distribution of Materials | Providing or selling exam, test, or quiz information to other students (The Fremont Union High School) Distributing any student, teacher, or library materials (Morgan County High School) Releasing or dispensing information gained via unauthorized access (Illinois Math and Science Academy) |
| Unauthorized Access to any Records | Accessing and/or using copyrighted materials designed for instructors' use only (The Fremont Union High School) Viewing or altering computerized academic or administrative records or systems (Illinois Math and Science Academy) Modifying computer programs or systems (Illinois Math and Science Academy) Releasing or dispensing information gained via unauthorized access (Illinois Math and Science Academy) |

Almost all policies include sanctions to be imposed on academic integrity violations. The sanctions were mainly categorized in two ways. First, the sanctions are presented based on the occurrence frequency to be imposed in the first offence, second offence or third offence. Second, the sanctions are categorized according to their severity as Level 1, Level 2, Level 3; Category A, Category B, Category C; or Class A, Class B, Class C etc. Eighteen different sanctions were identified in the policies.

Table 3

The Sanctions Compiled from Academic Integrity Policies

| No | Sanctions |
|----|--|
| 1 | Lowering the student's grade one letter |
| 2 | Notifying student's current teachers |
| 3 | Denying the student's request for a letter of recommendation |
| 4 | Excluding the student from extracurricular activities |
| 5 | Giving the student an automatic "0" on the assignment and no make-up exam to compensate for the zero |
| 6 | Dropping the student from honour societies that they are a member of |
| 7 | Asking the student to re-do the assignment |
| 8 | Notifying the student's parents |
| 9 | Signing academic integrity contract with parents and students |
| 10 | Calling parents for a conference |
| 11 | Making the student ineligible to participate in awards and ceremonies, including graduation |
| 12 | Suspending student 1-10 days |
| 13 | Removing the student from any leadership positions |
| 14 | Making the student ineligible for valedictorian status in the senior year |
| 15 | Asking the student to complete an alternative assignment but "0" points for the assignment will be granted |
| 16 | Removing the student from class with a grade of "0" |
| 17 | Reporting the offence to all schools to which student has applied or will apply |
| 18 | Not recommending or nominating the student for a scholarship |

Three policies inform the readers about the appeal process by covering how students can apply for the appeal, the timing of the application, how the appeal process is handled at school and what to expect from the appeal process.

Restorative Justice Process

Although most policies have a punitive approach, seven policies adopt a restorative justice process, which is a preventive approach to academic integrity violations. About this

theme, the policies mentioned the definition of the restorative justice process, eligibility conditions, application procedure, criteria to accept the applications, responsible persons, restorative practices, the criteria to evaluate student outputs and consequences of the restorative justice process.

Miscellaneous Issues

The themes which do not have a main category were evaluated under the theme of miscellaneous issues. The sub-themes of this theme are referencing style, use of machine translation tools, proofreading guidance, review and revision of the policy, connections with other policies or courses, contact people and contributors. Some of the policies mentioned which referencing style they expect students to follow in their assignments. Seven policies draw a framework for using machine translation tools in student assignments, and one policy identifies the limits of proofreading. Some of the policies include at what intervals the policy will be reviewed and revised. Few policies refer to which other policies or courses their academic integrity policy is connected, and only one policy mentions the contact people and contributors of the policy.

Frequently Asked Questions

Two policies include a frequently asked questions section at the end of the policy comprising short questions and answers to make the policy more understandable for their audience. The questions are mainly about the definitions and sanctions imposed on certain violations.

Appendices

Some policies provided appendices that can be used in the conduct of academic integrity policy. These appendices include a case reporting form, appeal application form, restorative justice application form, student academic integrity agreement, certain brochures, academic integrity contract, referencing guides and checklists.

Works Consulted

Very few policies added a bibliography at the end of the policy. The references do not follow a particular referencing style. Mainly, the source's name and link are added to the bibliography.

2.5. The Development of the Multipronged Academic Integrity Policy Writing Tool

The development of the multipronged academic integrity policy writing tool is primarily based on the policy analysis results. The themes identified constitute the skeleton of the tool. However, none of the policies analysed can be regarded as a multipronged policy that adopts a holistic, systemic and educative approach to academic integrity. Therefore, the analysis results were supported by the data from the literature.

First, I contracted with a web developer to create the online tool. The main themes of the policy analysis constituted the chapters, and sub-themes were set as sub-chapters of the policy document. We developed a layout where users can create the policy document chapter by chapter. The chapters follow a linear order, but the users can navigate through the chapters as well. We designed the layout of each chapter individually since the input type differs from chapter to chapter. Typically, a chapter layout includes instructions on how to write the chapter, helping sentences and phrases to use during writing which were compiled from the policies and examples from other policies. Instructions were written based on the analysis results of each theme. Figure 3 illustrates the typical layout of a chapter.

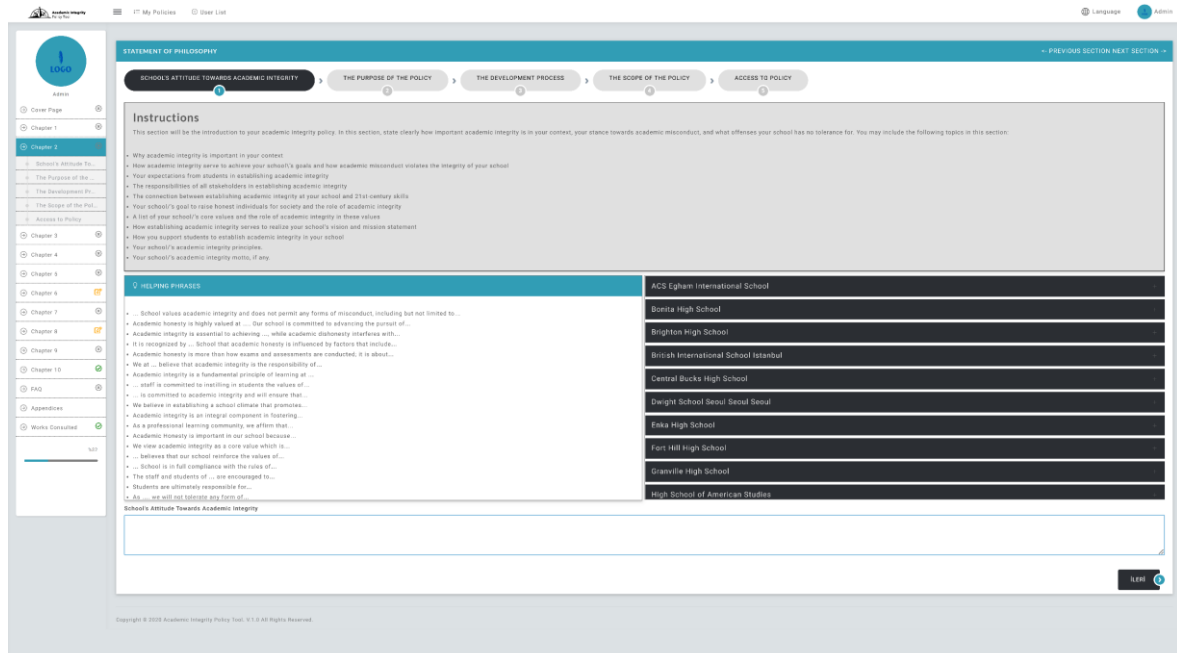


Figure 3. Layout of a Chapter

We added a variety of functions to make the tool user-friendly. The functions of the tool are presented in Table 4:

Table 4

Functions of the Tool

| Function | Description |
|------------------|---|
| Input Icons | Icons appear next to each chapter and show if the chapter is empty, incomplete, or completed. |
| Progress Bar | It shows the overall completion percentage of the policy. |
| Reference Button | When checked, it automatically adds the reference entry to the “Works Consulted” section. |
| QR Code | The tool generates a QR code in the PDF document for the appendices uploaded. |
| Language Support | The tool supports different languages (Currently English and Turkish). |
| PDF Maker | The tool allows users to download the PDF version of the policy. |

As mentioned above, the policies analysed adopted a punitive approach to academic integrity. The lack of an educative approach was obvious in the policies. Therefore, to make the policy “multipronged”, we made the following adjustments:

- In the “definitions” chapter, we proposed some example definitions that highlight the positive aspects of academic integrity from the literature and Glossary of Academic integrity by ENAI.
- In the “academic integrity education” chapter, we suggested some examples and links about the best practices to uphold academic integrity across the school.
- In the “procedure for investigating suspected cases” chapter, we highlighted considering the contextual factors during the investigation.
- In the “response to academic misconduct” chapter, we listed all violation types and sanctions presented in the policies. Regarding the sanctions, we emphasised the importance of imposing restorative sanctions rather than punitive ones.

The tool can be reached at www.academicintegritypolicy.com (username: feedback – password: admin).

2.6. Conclusion

This study validates many problems raised by the previous academic integrity policy analysis studies. Academic integrity policy analysis studies (e.g., Glendinning et al., 2013, 2017, 2021) reveal that the majority of academic integrity policies adopt a punitive perspective. In the policies I analysed, violations and sanctions are written in detail, but all policies suffer from a lack of educative elements, which indicates that the punitive approach is prioritized over the educative approach. The analyses of Bretag et al. (2011), Stoesz et al. (2019), and Stoesz and Eaton (2020) concur that punitive approaches still prevail in academic integrity policies. Stoesz et al. (2019) also found that contract cheating, which is a severe academic integrity violation, was not mentioned in the academic integrity policies. Similarly, contract cheating is not covered in the policies I analysed. Therefore, I added contract cheating to the “Violations and Sanctions” chapter.

Grigg (2010) emphasizes the need for a well-weighted combination of educative and punitive approaches to academic integrity in policies. She maintains that educative responses are appropriate for minor or unintentional misconduct, whereas punitive responses should be used for severe cases. However, Gallant (2017) advocates focusing more on the educative approach and favours leveraging teachable moments using certain strategies in misconduct cases. At the K-12 level, it is more likely to experience minor or unintentional breaches of academic integrity. Favouring an educative approach over a punitive approach can yield better outcomes. Therefore, I tried to make the tool multipronged by prioritizing the educative elements.

Academic integrity policy development is a challenging process that takes time and requires expertise and the collaboration of all stakeholders at the school (McCabe et al., 2012a; Wangaard, 2016). Policy documents are not “off the shelf” documents that schools can “borrow” from one another and use. They should be institution-specific and originate from the school culture (Roig and Marks, 2006). Also, the ineffectiveness of top-down policies is agreed upon. It is well established that people are more eager to adhere to a policy they develop (Whitley and Keith-Spiegel, 2001). From this standpoint, in this study, I set out to develop a multipronged academic integrity policy writing tool for K-12 schools. I expect this tool will encourage K-12 schools to develop their academic integrity policies and act as a roadmap in the process.

CHAPTER 3 – MAIN STUDY

Facilitators and Barriers to Creating a Culture of Academic Integrity at Secondary Schools: An Exploratory Case Study

3.1. Introduction

Council of Europe defines education as a process that has a fundamental influence on the mind, character and physical ability of individuals resulting in the transmission of knowledge, skills and values from one generation to another (Council of Europe, n.d.). Along with this definition, educational institutions aim to foster a self-actualised society by providing individuals with the necessary understanding, knowledge, skills and values, which are the fundamental components of education. An educational institution is expected to pay utmost care and effort to the realisation of these components. The imbalance or negligence of one component or prioritisation of one to another, such as prioritising knowledge and skills over values, could lead to inconsistencies in educational outcomes. Typically, educational institutions are more likely to focus more on students' academic achievement (knowledge or skills) and may underestimate academic integrity (values). Or, on the student side, getting an A may be more important than morality for many students (Wangaard and Stephens, 2011). However, it is well-established that students cannot be genuinely successful without integrity (Bertram Gallant, 2018). Academic integrity should be an essential component of academia and at the core of all scholarly works (Eaton and Christensen Hughes, 2022). Moreover, academic integrity is a vital pedagogical responsibility that educational institutions should explicitly address (East, 2016). Therefore, academic integrity cannot (and should not) be isolated from any educational issue. Referring back to the definition of education, it is only with academic integrity that educational institutions can raise individuals who embrace certain values and transmit them to the next generations through societal change. Accordingly, the ultimate aim of educational institutions should be to bring up individuals who are academically successful and embrace the fundamental values of academic integrity.

In order to fulfil this ultimate aim, all stakeholders of education should take academic integrity seriously. McCabe et al. (2012) observe that

When people ask us, which many have, why we care so much about academic integrity when the world is gripped by bigger problems, we find this question perplexing. It challenges a view that we take for granted: that academic integrity matters a lot, especially when viewed as a barometer of the general ethical inclinations of the rising generation. We view academic integrity as a harbinger of things to come, a reflection of the general mores that society is passing on to the next generation. (McCabe et al., 2012, p. 3)

Following this statement, McCabe et al. (2012) propose six reasons why we should care about academic integrity:

- 1) “integrity is the cornerstone of academia,
- 2) cheating is widespread and on the rise,
- 3) the college years are a critical period for ethical development,
- 4) college students face significant pressures to cheat,
- 5) students are being taught that cheating is acceptable, and
- 6) today’s college students represent tomorrow’s leader.” (McCabe et al., 2012, p. 3)

From this standpoint, it is essential to foster academic integrity and take action during pre-university years (Wangaard, 2016) when students develop their positive and ethical competencies (Berkowitz, 2011) because academic dishonesty is an epidemic and three defining characteristics of this epidemic are common, contagious and corrosive (Stephens, 2019). Many studies show that students have experienced a form of academic dishonesty in pre-university years and continue in higher education (Gallant and Stephens, 2020; Hendershott et al., 2000; Hossain, 2021; Stephens, 2019). Academic dishonesty is a prevalent problem affecting all education stages and concerns all stakeholders (Whitley and Keith-Spiegel, 2002). It is no surprise that, when not prevented, academic dishonesty will lead to corruption in society and pass on from one generation to another. Therefore, it is crucial to take academic integrity seriously at pre-university levels and consider it an indispensable component of teaching and learning.

One of the best ways to uphold academic integrity is to create a culture of academic integrity throughout the school. This is especially imperative at high schools where students develop their moral identity (Wangaard, 2016) because students who act dishonestly at high school will likely behave accordingly in post-secondary education and ultimately be dishonest in familial and professional settings (Stephens, 2019). Therefore, it is crucial to let students develop in a school environment where academic integrity is valued and practised (Wan and Scott, 2016). Also, studies show that academic dishonesty is reduced significantly in schools where a culture of academic integrity is successfully established (McCabe and Trevino, 1993). However, creating a culture of academic integrity is not a one-dimensional and straightforward process. Gallant and Drinan (2006) observe that significant and intentional effort is needed to change the beliefs, values and attitudes of students and faculty to create a culture of academic integrity. Similarly, Wangaard (2016) maintains that a visionary, dedicated and courageous leadership is needed to create a culture of academic integrity in high schools. Building upon the epidemic analogy, Stephens (2019) argues that preventing an epidemic is not just a matter of doctors and scientists working on the topic. It requires a comprehensive, multilevel and systemic approach. Like an epidemic, academic dishonesty is a complex issue involving individual, psychological, situational and cultural factors (Stephens, 2016). Therefore, creating a culture of academic integrity to prevent academic dishonesty necessitates a comprehensive and holistic effort (Stephens, 2019). Otherwise, undesired consequences are likely to emerge in schools where a culture of academic integrity is absent, and academic dishonesty prevails. Wangaard and Stephens (2011) state that academic dishonesty undermines learning in such schools, invalidates assessment and compromises students' moral identity and development. Saddiqui (2016) also adds that academic dishonesty leads to the disruption of program delivery, create a sense of disaffection and distrust among students and faculty, and damage the reputation of institutions. As can be seen, payoffs of creating a culture of academic integrity at high schools are comprehensive, far-reaching and sustainable. However, pitfalls of academic dishonesty are contagious and corrosive. In this respect, creating a culture of academic integrity at high schools should be among the first priorities of high schools.

To this end, I elaborated on the importance of academic integrity at pre-university levels and creating a culture of academic integrity in high schools. As outlined above, creating a culture of academic integrity is a challenging, long and multifaceted journey. Therefore, it is a worthwhile endeavour to explore the facilitators and barriers of this process. In this

respect, this study set out to create a culture of academic integrity at a high school in Türkiye and explore what facilitates and impedes the process. Drawing on the data, my observations and experiences, I aim to present takeaways regarding facilitators and barriers to creating a culture of academic integrity at high schools.

3.2. Related Literature

In this section, the literature review will be presented in two parts. In the first part, academic integrity models or frameworks proposed to create a culture of academic integrity will be introduced. The second part will outline implementation studies on creating a culture of academic integrity. Since academic integrity studies at high schools are relatively scarce, post-secondary level studies will also be included.

3.2.1. Models / Frameworks

It is well established that creating a culture of academic integrity requires a systematic and holistic approach (Bertram Gallant and Drinan, 2006; Macdonald and Carroll, 2006; Morris and Carroll, 2015; Saddiqui, 2016; Stephens, 2019; Wangaard, 2016). Although academic integrity primarily depends on the values of individuals, creating a culture of academic integrity is an institutional issue (Whitley and Keith-Spiegel, 2001), and it is one of the central missions of institutions (Lathrop and Foss, 2005). Also, this is an informed and evidence-based process. Therefore, some scholars proposed models/frameworks to help educational institutions create a culture of academic integrity. These models/frameworks will be presented below.

Wangaard and Stephens (2011) formulate that “to change individuals we must change culture; to change culture we must change individuals” (p. 7). Their conceptual model for Achieving with Integrity (AWI) strives to promote academic integrity at high schools and is a synthesis of theory and research that has proved effective in higher education. The AWI model is a four-dimensional model with two programs. The first program focuses on promoting academic integrity via a school-wide approach, while the second program adopts a classroom-based approach to improve the ethical functioning of students. The first dimension of the model is *Core Values*. The AWI model suggests sticking to core values (honesty, trust, respect, responsibility, effort and learning) in any circumstances to guide schools through the process. One major concern of schools should be communicating these values clearly and encouraging the school community to embrace

these values in all aspects of education. The second dimension is *Committees and Commitments*, which comprises academic integrity committees, pledges and councils. Creating a culture of academic integrity requires the active involvement of all stakeholders at schools. Therefore, the process should be guided by an effective team representing all stakeholders, including influential leaders and team members. In the model, Wangaard and Stephens (2011) provide a wide range of materials, documents, activities and guides that could be used in this dimension. The third dimension is *Culture and Community*, which frames the strategies to establish shared norms, goals and values among students, teachers, parents and administrators. The ultimate aim to be achieved in this dimension is to engage and support the school community through projects and take the initiative to promote a culture of integrity. Three keywords of *Curriculum and Instruction*, which is the last dimension, are mastery-oriented teaching, pedagogical caring and fair testing. In this dimension, Wangaard and Stephens (2011) offer recommendations and strategies to teachers on how they can integrate academic integrity into their courses. The AWI model offers a very systematic, holistic and comprehensive framework for creating a culture of academic integrity in high schools. Driven by theory, research and field expertise of the researchers, the AWI model constitutes an informed blueprint for high schools that set out to create a culture of academic integrity.

Hossain's (2022) 4P Academic Integrity Literacy Model is based on the systems approach and aims at cultivating a culture of academic integrity at the K-12 level. 4P model takes literacy at the centre and strives to foster academic integrity literacy of high school students through a holistic intervention. The 4P in the model represents people, policy, preparation and practice. In the *People* domain, the primary motive is to create a sustainable teacher-friendly and student-centred academic integrity policy and engage all stakeholders at school through teams, committees and materials. The *Policy* domain refers to the effective implementation of the policy to create a positive school culture. The *Preparation* domain is related to planning, documenting and promoting academic integrity literacy throughout the school. In this stage, schools try to align their educational approaches and resources with the premises of academic integrity literacy education. The *Practice* domain highlights the instructional and observational aspects of academic integrity literacy. Teachers take an active role in this stage and help students develop academic integrity literacy through instructional and curricular interventions. Specifically designed for high schools, Hossain's (2022) model approaches academic integrity from the literacy perspective through the systems approach.

The multisystem model of McCabe et al. (2012) for creating a culture of academic integrity is based on the premises of the ethical community-building approach, which strives to promote academic integrity by deterring academic dishonesty and fostering cooperation among faculty members (administrators, teachers and students). According to McCabe et al. (2012), a culture of integrity can be best understood by exploring the interaction between formal and informal cultural systems within the institution. From this standpoint, their model attempts to create a culture of academic integrity by aligning formal and informal systems of institutions. Formal systems comprise administrative leadership, the selection system, values, policies, codes, orientation and training, reward system, authority structure and decision process, while informal systems are role models or heroes, informal norms, rituals, myths or stories and language. They state that the key to the success of this model is alignment. Formal and informal systems in the institution should be in harmony with each other.

The Four-Stage Model of Gallant and Drinan (2008) takes its roots from institutionalisation theory, which suggests that institutional change starts with initiative, then continues with implementation, followed by stabilisation. The first stage of the model, *Recognition and Commitment*, aims to help individuals recognise the problem and create a commitment to address that problem (academic misconduct) through organisational change. Once the problem is uncovered and commitment is ensured, *Response Generation* (second step) is initiated. In this step, other than reacting to the problems in a non-systematic way, administrators generate responses to academic misconduct by paying attention to systemic structural explanations and engage in an intentional change. The third step involves *Response Implementation*, where the goal is not only preventing academic misconduct but also supporting integrious behaviours. In the *Institutionalization* step (fourth step), the expectation is to integrate academic integrity into organisational routines, making it a stable norm that guides teaching, learning and research. The Four-Step Model of Gallant and Drinan (2008) shows that creating a culture of academic integrity at institutions is much more than being after minor reforms such as plagiarism detection but requires a systematic and strategic effort.

Caldwell's (2010) Ten-Step Model, which emerged after an integrative review of research, attempts to draw a clear, step-by-step roadmap for business schools on how to create a culture of academic integrity. Built on the notion that understanding and practising

ethical concepts is crucial for business students, Caldwell proposes the following ten steps to create a culture of academic integrity: (1) Articulation of a clear purpose and mission, (2) Orientation and training of faculty, (3) Explanation and clarification of current policies, (4) Implementation of a realistic process for addressing violations, (5) Attainment of student ownership, (6) Empowerment of students in education and enforcement, (7) Maintenance of dialogue with stakeholders, (8) Refinement of the ethics curriculum, (9) Monitored enforcement and documentation of results and (10) Evaluation of outcomes and communication of results. Caldwell suggests that the proposed model's success is based on the dynamic involvement of all participants in the organisation.

Although models/frameworks designed to create a culture of academic integrity are relatively scarce, many scholars highlighted important aspects of cultivating cultures of integrity. Creating a culture of academic integrity requires a holistic, institution-wide and integrated approach (De Maio and Dixon, 2022), necessitates the partnership (Scanlan, 2006) and strong commitment (Bretag and Mahmud, 2015) of all stakeholders, obligates the design and implementation of effective academic integrity policies (Morris, 2016b), and needs clear articulation, fair and equitable implementation of these policies (Eaton, 2020). As can be seen, creating a culture of academic integrity is a complex process, and many variables may intervene in this process. The following section will present the studies that document the implementation of creating a culture of academic integrity process.

3.2.2. Implementation Studies

When the implementation studies in the literature are examined, it can be seen that most researchers focus on micro (course or program) or meso (department) level (Eaton, 2020) interventions to document or deter academic dishonesty. Very few studies were conducted on the journey of creating a culture of academic integrity at schools. These studies are presented below in chronological order.

Hendershott et al. (2000) report on the state of the academic integrity culture of a mid-sized private university. Their study primarily aimed at identifying the perspectives of school members through a survey and laying the ground for the desired culture of academic integrity. The development of the survey took place in three stages. In the first stage, members of the university community, including students, teachers and administrators, participated in a town hall meeting to discuss academic integrity. In the second stage, individual interviews and focus groups were done with key members and students to explore

their concerns about academic misconduct. Based on the data from the first two stages, the survey questionnaire was developed in the third stage. Analysis of survey results informed researchers about the steps to be taken at the following stages. The survey results yielded that students did not see themselves as a part of the process. Therefore, the faculty decided to raise the awareness of students first before developing a student-run honour code. Moreover, the faculty assembled an academic integrity committee to develop standards and enforcement procedures. The committee held several meetings to discuss the survey results and monitor the academic integrity climate throughout the school. Also, the committee strived to prepare students for a student-led honour code which the researchers estimated might take several years to develop this policy. The study of Hendershott et al. (2000) constitutes a good example of strategic planning prior to creating a culture of academic integrity. Exploring the school climate before taking action and acting accordingly contributes much to the strategic planning and implementation of academic integrity interventions.

East's (2009) study reviews the current academic integrity culture of an Australian university which already had a well-written academic integrity policy and makes suggestions on how to embrace an integrated approach to academic integrity by aligning policy with teaching and learning practices. East's review unveils that having a well-developed academic integrity policy is not enough to produce the desired impact of academic integrity culture. Rather, educational institutions should adopt an aligned, holistic and constructive approach to cultivate a learning environment that is supported by an academic integrity culture. In accordance with this approach, East suggests that (1) academic integrity awareness should be integrated into the curriculum, (2) the impact of this integration should be measured and documented so that teachers can reflect on what students need to learn, (3) those who deal with academic misconduct cases should be trained, and (4) academic misconduct cases should be handled appropriately.

In their 5-year study, Spain and Robles (2011) narratively report on the idea generation, taking action and final output stages of creating a culture of academic integrity through policy development and implementation at a university. With detailed reporting, Spain and Robles (2011) uncover 'the journey' of creating a culture of academic integrity. The study starts by portraying the current academic integrity climate at the university, which has no unified academic integrity policy nor a systematic approach to handling academic

misconduct, followed by thick descriptions of the steps taken to create an academic integrity culture. The steps taken include creating buy-in across the university, forming an academic integrity committee, assessing campus climate, and writing and implementing an academic integrity policy. After 5-year monitoring of the academic integrity culture, Spain and Robles (2011) assert that the university's ambitious plan positively changed the academic integrity climate.

The study of Drach and Slobodianiuk (2020) documents the academic integrity culture-building process of a university in Ukraine in line with the national higher education reform movement. Similar to the work of Hendershott et al. (2000), the study of Drach and Slobodianiuk (2020) sets out to propose evidence-based suggestions through a comprehensive survey on how the institution fosters a culture of academic integrity. The survey found that there was a problem in the adherence to the principles of academic integrity, and the university set up a team to address this problem through a project. A comprehensive set of activities such as seminars, training and professional development sessions were delivered as a part of this project. Also, the content of education was updated with a particular focus on the values education. Moreover, a training centre was established to foster the academic integrity culture. With a shifting focus from a punitive to an educative approach, Drach and Slobodianiuk (2020) assert that academic integrity is successfully integrated into teaching, learning and research across the university.

As this review of literature portrays, creating a culture of academic integrity leads to a significant positive change in the teaching, learning and research processes of educational institutions. However, this literature review also reveals that very little is known about the facilitators and barriers of this process, especially at the pre-university levels. Therefore, this study will contribute to the literature by explicitly depicting the journey of creating a culture of academic integrity at high schools and identifying facilitators and barriers to this process.

3.3. Methods

3.3.1. Research Site

This study was carried out at a state high school in Türkiye. The school accepts 180 students every year based on the national high school entrance exam, which over three million students take every year. Students who manage to enter around 3% percentile in the

exam are admitted to the school. The school is a prestigious state school where academic achievement is highly respected. Every year, almost all graduating students get into university, and most qualify to study at top universities. The school did not have an academic integrity policy, nor have they any specific course, guidelines, procedures or practices about academic integrity. Regarding academic misconduct, the school impose sanctions only for the violations identified in the discipline regulation of the Ministry of National Education. Plagiarism, collusion, fabrication, falsification or contract cheating are not included in this violations list. The school has two committees: the discipline committee, which imposes sanctions on students, and the honour committee, which rewards successful students. The operations of these committees are framed by the discipline regulation of the Ministry of National Education. As for an educative approach, the school does not provide any educative or awareness-raising activities to students on academic integrity.

3.3.2. Research Design

This study is an exploratory case study combined with a community-based participatory approach and following Stephens' (2016) multilevel intervention model. As Patton (2014) states, exploratory qualitative research is a state-of-the-art choice "in new fields of study where little work has been done, few definitive hypotheses exist, and little is known about the nature of the phenomenon." (p. 503). In this case, very little is known about the facilitators and barriers to creating a culture of academic integrity at high schools. Therefore, exploratory qualitative research is an appropriate consideration to explore the facilitators and barriers of the process. Patton (2014) maintains that in explorative research, detailed qualitative documentation of the activities, products, behaviours, and feelings of participants instead of administering and analysing standardised instruments produces more interpretable results. As stated before, the whole process will be explicitly portrayed, and this will allow those who are interested in the findings to inspect, judge and make their own interpretations. Yin (2008) argues that explorative case studies "should be preceded by statements about what is to be explored, the purpose of the exploration, and the criteria by which the exploration will be judged successful" (p. 37). Within this scope, this study will explore facilitators and barriers of creating a culture of academic integrity at high schools and provide a rich description of this process. The success of the exploration will be discussed in the conclusion part.

This study also adopted the premises of community-based participatory approach, which is “a collaborative approach to research ... equitably includes all partners in the research process and often involves partnerships between academic and community organisations with the goal of increasing the value of the research product for all partners” (Coughlin et al., 2017b, p. ix). This approach strives for a positive and sustainable social change with the participation and collaboration of researchers and community members (Coughlin et al., 2017a). Whitley and Keith-Spiegel (2001) propose that members are more eager to adopt changes that originate from the school culture rather than are imposed on them. It is essential to manage the change with the support of knowledgeable others (researcher in this case) in schools where the school members have little or no theoretical background knowledge about the topic. Therefore, community-based participatory approach is likely to be a working consideration to establish the praxis between theory and practice in the process of creating institutional academic integrity culture. Administrators, teachers and students were actively involved in the conduct of activities and acted as co-researchers in the process.

Lastly, this study will follow Stephens’ (2016) multilevel intervention model for creating a culture of academic integrity. The model comprises three stages, namely school-wide education, context-specific prevention and (where needed) individual remediation. School-wide education and individual remediation will be addressed in this chapter. Context-specific prevention will be presented in Chapter 4.

3.3.3. Data Collection and Analysis

Yin (2008) proposes three main principles for data collection in case studies; using multiple sources of evidence for triangulation, creating a case study database and maintaining a chain of evidence to increase reliability. In this respect, various data collection methods were used in this study.

Table 5

Data Collection Methods and Purposes

| Method | Description | Purpose | N |
|-------------------|---|---|----------|
| Document analysis | School documents that provide information about academic integrity. | To reveal the current status of academic integrity at the school. | 4 |

| | | | |
|-------------------------------|--|--|-----|
| Web and Social Media Analysis | Web page and social media accounts (Instagram and Facebook) of the school. | To reveal the current status of academic integrity at the school. | 3 |
| Survey | A three-question survey that includes two closed and one open-ended question. | To reveal the current status of academic integrity and the perspective of students at the school. | 211 |
| Survey | A four-question open-ended survey. | To reveal the ethical decision-making process of students. | 165 |
| Interview | Semi-structured individual interviews with administrators, students and teachers. | To identify the facilitators and barriers to creating a culture of academic integrity at the school. | 11 |
| Focus Group | Semi-structured focus group interviews with students. | To identify the facilitators and barriers to creating a culture of academic integrity at the school. | 6 |
| Field notes | My retrospective voice recordings related to my observations for each time I visited the school. | To support the findings. | 59 |

I analysed the collected data in a variety of ways. I used deductive content analysis to analyse school documents and web content. *A priori* theme was academic integrity. For the closed questions of the survey, I made descriptive analysis, whereas inductive content analysis was used for the open-ended questions. For the analysis of individual interviews and focus groups, I conducted a thematic analysis based on the six-step framework of Braun and Clarke (2006), which comprises familiarisation with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Again, I made deductive content analysis on the field notes to triangulate the interview and focus group data. I used MAXQDA software to conduct the analyses. I voice-recorded the interviews and focus groups. For the analysis of voice recordings, I used MAXQDA's audio file coding feature. This feature allows researchers to code interview recordings over soundwaves without transcribing the data.

3.3.4. Positioning Myself

I have been working as a full-time EFL (English as a Foreign Language) lecturer at a university in Türkiye since 2013. Before that, I worked as an English teacher at the K-12 level for four years. Also, I have been doing research on academic integrity since 2020. I am a member of several working groups in the European Network for Academic Integrity, and

I am leading Integrity in School Education working group of the same network. I have teaching experience and a theoretical/practical background in academic integrity at both K-12 and higher education levels. I purposefully chose the high school as the research setting for two reasons. First, I believe that sustainable change in academic integrity is likely to be achieved better in pre-university years, and second, the students of this school are high-achieving students with a high intellectual capacity. Since, to the best of my knowledge, this study is the first attempt to create a culture of academic integrity at a high school in Türkiye, I reckoned it would be a better strategy to conduct this research at a high school which has fewer variables (i.e., behavioural, educational, social problems) that adversely affect the process. I approached the school administration with the intention of being an insider at the school. In his seminal work, Freire (1982) strongly highlights the importance of being an insider in social studies. Therefore, I wanted to be involved in the process as much as possible without contaminating the natural process. Upon agreement, I spent at least two (sometimes three) days a week at school for one academic year. The school administration strongly embraced the idea of creating a culture of academic integrity and recognised me as the academic integrity mentor during this journey. My responsibility was mentoring them through the process by making suggestions on creating a culture of academic integrity, giving feedback on their initiatives, and supplying them with the necessary theoretical and background knowledge when needed. The school members implemented and managed the activities at school. I kept my involvement at the minimum level on the implementation side so that the school's capacity to carry out the project could emerge. However, I provided a series of seminars at the beginning to introduce the concept of academic integrity to the school community.

3.3.5. Procedure

In this section, I will explicitly narrate the process of creating a culture of academic integrity at the research site in detail. The narration will cover my reflections and thick descriptions of activities conducted for school-wide education. As Creswell (2013) states, thick description in qualitative research contributes to the validity of findings by making the process more realistic and richer. Context-specific prevention will be presented in Chapter 4.

Creating buy-in

Before going to the first meeting with the school administration, I did preliminary research about the school to make a positive first impression. In informal meetings, I explained the study to people who knew the school principal and got preliminary information about how the principal's approach would be. In my meeting with the school principal, he flatly refused when I mentioned my intention of doing this study at school. He said that since they are an academically successful school, most researchers want to do academic research in their school, and they no longer allow such studies on the grounds that they interfere with the functioning of the school. After explaining what academic integrity is, why it is necessary at school, and what this study will add to the school, he got interested in the study. In the next week, we held three more meetings with the school administrators (the principal and two vice-principals), and I gave detailed information about the theoretical and practical aspects of the study. In this process, presenting the current status of academic integrity studies carried out on the international scale, showing how neglected this issue is in Türkiye and visualising the potential outputs and outcomes of the study for the school played an important role in creating the buy-in. After a successful buy-in process for about a week, the school administration invited me to the school to plan the details, and we held a process planning meeting with the administrators. In the meeting, we decided to start with policy development and write an academic integrity policy that would guide us throughout the process. As for school-wide education, we planned a set of webinars/seminars and activities to raise awareness of academic integrity. Also, I suggested signing an official cooperation protocol with the Centre for Academic integrity of Çanakkale Onsekiz Mart University to get professional support from academia. The school administration agreed to sign the protocol, and the Centre for Academic Integrity supported us along the process.

Policy Development

In the literature, there is a discussion on whether academic integrity policies should be developed at the very beginning of the process or after the academic integrity culture is mature enough for the policy. We went for the former and decided to write an academic integrity policy first. The policy is an abstract term. However, a policy document makes this abstract term visible. The concept of academic integrity (accordingly, academic integrity policy), especially an educative approach to academic integrity, was very new to the school community. Therefore, we believed a well-written policy document would be a blueprint for

introducing the concept and guiding the process. I will discuss the result of this choice in the discussion part.

With a team of seven, including administrators, three teachers and me, we set out to write the draft version of the policy. We used the Multipronged Academic Integrity Policy Writing tool I developed for the preliminary study (see Chapter 2). Before the writing process, we had several meetings in which I introduced the tool and gave information about academic integrity culture and the educative approach to academic integrity. The team members started to write the academic integrity policy under my supervision using the tool two weeks before the start of the academic year. The first draft (26 pages) was ready when the academic year started.

Then, we moved on to the feedback stage. First, we held a seminar for teachers to introduce the draft policy and get feedback. After the seminar, most of the teachers indicated their appreciation but just two of them gave minor feedback (related to wording). We also distributed a copy of the draft policy to the teachers and a link if they wanted to send anonymous feedback. However, no anonymous feedback came. Second, we held a webinar for students and parents to get their feedback. In the webinar, we introduced academic integrity in general and what academic integrity means at the school via the policy. Similarly, we requested feedback via an anonymous online form. Of submitted feedback, many were the wishes for effective and equitable implementation of the policy. There were also those who expressed concern that this policy would create a stricter disciplinary environment at school. Based on this feedback, we decided to highlight the educative approach of the school in the policy document and make it more visible. We finalised the policy with a few minor improvements (Appendix 1).

School-Wide Education

Stephens (2015) suggests that school-wide education should start before students step into the school. In line with this suggestion, we prepared catchy posters on what academic integrity is, why it is important, and the fundamental values of academic integrity and hung them on the school walls (Appendix 5). Also, we shared the digital versions of these posters on the school website and social media accounts. We prepared a brochure for newly enrolled students highlighting the importance of academic integrity at the school and including the

expectations from students and attached it to the students' enrolment files (Appendix 6). A copy of the school's academic integrity policy was distributed to students in booklet form.

We utilised the feedback seminar and webinar as an opportunity to start school-wide education and introduced the concept of academic integrity, what it means in the school, and what the expectations of school administration are from students, teachers and parents. Along with this, I collaborated with the school counsellor to organise more seminars for students to help them internalise the notion that academic integrity is not a violation-sanction issue. These seminars aimed to highlight the positive aspects of academic integrity by introducing concepts over hypothetical cases. The school counsellor suggested organising these seminars for small groups (at the classroom level) like a workshop. Previous experience at the school showed that large group seminars fell short of meeting the intended outcomes. Therefore, we completed the first seminar series in 12 different sessions. In these sessions, I administered a 3-questioned online survey to students to explore their mindsets about academic integrity at the beginning of the session. I used Slido for data collection, which allows anonymous poll voting. The first question asked if they had ever heard about academic integrity, and 62% of the respondents answered yes. The second question asked the first word that comes to your mind about academic integrity. First five words were achievement ($n = 26$), honesty ($n = 26$), school ($n = 23$), cheating ($n = 22$), and discipline ($n = 20$). The last question (after the session) asked whether they agreed with the following statement "I can see that academic integrity is more important than I thought". 87% of the students responded yes to this question. This mini-survey and my observations showed that students conceptualise academic integrity from a punitive perspective. However, classroom discussions based on hypothetical cases contributed much to changing their mindset positively.

The second seminar series was about the ethical decision-making process. Again, these seminars were organised at the classroom level and in these seminars, academic misconduct types were introduced to students and discussed using ethical dilemmas. First, I explored the ethical decision-making mechanisms of students with a survey by presenting them with the ethical dilemmas based on academic misconduct types and asked them what they would do in that case. I collected their responses anonymously via the Socrative app. Content analysis of student responses showed that students were more interested in the consequences of actions in their ethical decision-making process (Çelik, 2022). The

governing notion among students was that if the outcome of an action is good for them, it can be deemed moral. Therefore, this seminar series aimed to teach students to consider virtues rather than consequences or rules in their ethical decision-making processes.

It took almost two months to complete two seminar series. During this time, I was at the school two days a week. Apart from the seminar sessions, I had informal and spontaneous meetings and talks with students, teachers and administrators about academic integrity. I made observations and took field notes. In one of my observations, I noticed that most senior students were moving in front of first-year students in the lunch queue. First-year students were not happy with it, but this has long been a tradition at the school. Later, I learned from senior students that they were doing this because they needed to eat quickly and study for the university exam during the lunch break. I found this as an opportunity to teach ethical decision-making over a real-life example. In seminars, we discussed senior students' actions based on the consequences, rules and virtues. The discussion outcome was that it is not the consequences or rules that make our actions ethical. Nevertheless, we need to rely on virtues when deciding what to do. Classroom discussions on real-school-life incidents appeared to exploit the discussion outcomes to the fullest.

We established an Honour Council during the development of the academic integrity policy, including administrators, subject teachers, school counsellors, parent-teacher association representative and the student representative. The Council monitored the implementation of the policy and managed the awareness-raising activities. One suggestion was shooting a short movie to raise awareness of academic integrity. One of the teachers leading the school's photography club claimed responsibility for managing the process. An announcement was made for students who wanted to volunteer for the short movie. Four students showed interest and shot an original short movie under the teacher's supervision. The short movie was distributed via the school website, social media channels and classroom WhatsApp groups. Later, the students participated in an international academic integrity video contest with their video and won the Turnitin award. This award accelerated the impact of the video throughout the school and among the parents.

The student representative in the Honour Council proposed to choose the theme of the traditional debate tournament as academic integrity. The Council favoured this idea and two teachers who had already managed the debate tournaments in the previous years took responsibility for the process. Sixteen teams (64 students) applied for the tournament. I

helped them write debate questions. Also, we got help from the Centre for Academic Integrity. The tournament was completed in one month.

In summary, we aimed to increase the school community’s awareness of academic integrity with SWE and help school members develop a positive understanding and attitude towards academic integrity. Based on my observations and anonymous student feedback on the academic integrity policy at the beginning of the term, we deliberately avoided the handling of academic misconduct. Instead, we focused on cultivating integrity as a virtue.

3.4. Results and Discussion

I analysed the interview ($n = 11$) and focus group ($n = 6$) data based on the six-step framework of Braun and Clarke (2006) to explore the facilitators and barriers to creating a culture of academic integrity. I generated five themes as facilitators and five themes as barriers. The themes will be discussed in detail.

Table 6

Themes for Facilitators and Barriers

| Category | Facilitators | Barriers |
|----------|---|--|
| Themes | creating buy-in administrative embracement and support activities that promote student involvement external expert and school collaboration as praxis policy as the blueprint | deficiencies in responding to academic misconduct prioritization of academic success over academic integrity teacher resistance against change exam-based assessment design timing of the activities |

3.4.1. Facilitators

Theme 1: Creating buy-in. Creating buy-in refers to convincing the school community to invest time and effort to create a culture of academic integrity. It is well established that academic integrity policy development and implementation is not achievable without buy-in on the school side (Benson et al., 2019; Burke and Bristor, 2016; Moriarty and Wilson, 2022; Shane et al., 2018; Spain and Robles, 2011; Wangaard, 2016). Creating buy-in is essential for sustainable change because people are more eager to adopt changes that originate from the school culture rather than being imposed on them (Whitley and Keith-Spiegel, 2001). The school community first should be convinced to change and then take

action. As Dufresne's (2004) study shows, academic integrity culture cannot be maintained at schools which do not have sufficient buy-in. From this perspective, I attempted to create buy-in first, as elaborated in the procedure section. Interviews showed that managing an effective buy-in process facilitated the formation of academic integrity culture at the school. The school principal stated that:

Normally, we do not allow scholars to do research in our school as it interferes with our functioning, but your introduction of the topic impressed us.

This is also mirrored by one of the vice-principals (VP1):

Actually, I didn't know that academic integrity is such a broad concept. I was literally shocked when you presented some statistics related to academic misconduct in Türkiye. It was a great disappointment for me, but I grasped the importance of the topic.

Some teachers also made similar remarks. Referring to my field notes, I can say that the first reaction of administrators and teachers was positive when I first introduced academic integrity. Presenting evidence-based statistical facts about academic misconduct in Türkiye and showing the long-term consequences of academic misconduct played an important role in creating buy-in, leading the administration to embrace the topic and provide full support.

Theme 2: Administrative embracement and support. Creating a culture of academic integrity is an institutional issue (Whitley and Keith-Spiegel, 2001), and this can be achieved with a multi-stakeholder approach in which stakeholders have certain responsibilities (Kenny and Eaton, 2022). Administrators are mainly responsible for developing and implementing an academic integrity policy (Turner and Beemsterboer, 2003) and closing the gap between policy and practice (Bertram Gallant and Drinan, 2006). Lack of administrative support undermines academic integrity management at the institutions (Saddiqui, 2016). On the other hand, administrative embracement of academic integrity and support for creating an academic integrity culture are significant facilitators. Drawing on my observations and field notes, I can affirm that the school administration was more interested and enthusiastic than I expected. In the interview, the school principal noted that:

We are a school where only academically successful students are accepted, but success does not just mean placing our students to top universities. We want them to be honest wherever they go. And, we want to bring honest

individuals to society. That's why we want to give due importance to academic integrity in our school.

In one of the teacher interviews, one teacher (T3) observed that:

This year, our principal mentioned academic integrity in all school meetings. Each time, he strongly highlighted the importance of bringing successful and honest students.

I also observed that the school principal's enthusiasm was genuine. He called me several times to discuss his ideas to promote academic integrity. In seminars and the webinar, he made the opening speeches and strongly highlighted how the school administration values academic integrity. He joined some classroom discussion sessions and encouraged students to be a part of the academic integrity culture. It was not surprising for me to see the name of the principal in the word cloud for the question of what the first word that comes to your mind is about academic integrity. Vice-principals were also very positive and helpful in this process. We planned the whole process together, and they always created room for academic integrity-related activities. The school administration's attitude towards academic integrity and support was an important catalyst in the process.

Theme 3: Activities that promote student involvement. Student engagement is a crucial element in creating a culture of academic integrity (Bretag and Mahmud, 2016), and students play an important role in this process (John et al., 2021). The earlier punitive approaches to academic integrity confined students' role to not violating academic integrity. In this approach, students are seen as moral slackers habituated to cheating (McCabe and Pavela, 2000). However, the educative approach to academic integrity regards student involvement as one of the building blocks of academic integrity culture. As this study adopted an educative approach to academic integrity, we tried to maximize student involvement through activities that promote student participation, such as the debate tournament, the short movie, seminars/webinar and classroom discussions. Interview and focus group data show that such activities promoting student involvement can raise awareness of academic integrity. In one focus group, a student (S7) who participated in the debate tournament stated that:

To be honest, I didn't read our academic integrity policy when it was first distributed to us. None of my friends did but for this debate tournament, I read it over and over again.

Another student (S10) in the focus group claimed:

There is a great difference in my perception of academic integrity before and after the debate tournament. I did a lot of research on academic integrity to get prepared for the debate tournament.

Many other student interviewees made similar remarks regarding the positive change in their perception of academic integrity after they participated in the debate tournament. One of the vice-principals (VP2) noted that:

I was surprised to see that a student who had a record for violating rules was in the winning team and she/he defended academic integrity quite well. It seems that such activities help them internalize academic integrity better.

The same student (S13) that the vice-principal mentioned was in the focus group and she/he stated that:

Before the debate tournament, I was aware of the existence of academic integrity, but did not know exactly what it was. But, as I researched for the tournament, I realized how important it is. We all know the rules, but this tournament allowed us to reflect on the rules.

It can be argued that the debate tournament created an opportunity for students to reflect on academic integrity better. As most students stated in the interviews, they had a basic knowledge about academic integrity. However, with the debate tournament, they voluntarily engaged in researching academic integrity, critically reflected on cases in their school and understood the educative side of academic integrity.

The short movie project was another activity that promoted student engagement and maximized the dissemination of the academic integrity concept to a wider community. In this project, students shot a short movie illustrating how academic integrity leads to societal honesty and the short movie was disseminated via the school's social media accounts. The short movie received 2.333 likes on Instagram (the average like count of the last 30 posts

was 502), and 5.335 people watched it on YouTube (by the 26th of June 2022). One student (S15) in the focus group claimed that:

I never thought that academic integrity would lead to corruption in society, but this short movie helped me see the consequences of cheating in society, not only at school.

I closely monitored the preparation stage of the short movie project and took field notes. I observed that although four students were involved in the short movie project, their peers and teachers were engaged in the process because they exchanged ideas with their peers and got feedback from their teachers. The Turnitin Award for the short movie doubled the impact of the project throughout the school, and the award encouraged the school administration to invest more time and effort in academic integrity. It can be stated that student involvement in activities is likely to be a strong facilitator of raising awareness of academic integrity across the school.

Theme 4: External expert and school collaboration as praxis. Institutionalization of academic integrity, in other words creating a culture of academic integrity, is a really difficult and complex task (Bertram Gallant and Drinan, 2006). As Wangaard (2016) clearly articulates, “creating a culture of academic integrity in any high school requires a visionary, dedicated and courageous leadership team” (p. 444). In this challenging process, high schools might need external help to facilitate the implementation of theoretical knowledge into practice. Research (e.g. Curtis et al., 2022) shows that expert help significantly affects schools’ understanding of academic integrity and how to implement best practices in their settings. Such an intervention serves to support establishing praxis, in other words, implementation of practice grounded in theory and research (Miron, 2019). The praxis can be achieved with the help and support of knowledgeable others. In our case, the interview data showed that effective collaboration between the external expert (me) and the school community facilitated academic integrity culture by implementing theory and research-driven practices. One teacher (T1) highlighted that:

...this is the way it should be. I saw many projects fail in our school because they were top-down projects that told us what to do and left us alone. But this time, you closely worked with us, and we benefited from your theoretical knowledge a lot.

One of the vice-principals (VP2) made a similar remark:

You were like an insider throughout the process and this made us believe that we could do this because we trusted your expertise which kept us on track. We wouldn't have the same result if this was coordinated by one of us.

Another teacher (T3) pointed out a different perspective:

In time, you (the expert) became the representative of academic integrity in the school. Students didn't know your name, but they knew that you were the academic integrity guy. I think this representativeness was very important.

This was also echoed by some students in the focus groups. The following excerpts are students' thoughts about expert involvement:

"Your presence in this process gave me confidence. Our teachers were already talking to us about these issues, but your presence as an expert was more effective."(S13)

"If someone from our school had undertaken this, we would still think of it as a teacher's project, but you are from the academy and you are specifically here for this job. So, we took it more seriously."(S13)

"When you started walking around the school, everyone asked each other who this guy is, and your presence was an intriguing element. Later, we learned that you are from the academy. This caught our interest because we all want to enter university and you were coming from the university."(S5)

In eight interviews, the importance of expert involvement and the effectiveness of collaboration were highlighted by the participants. Accordingly, it can be argued that the involvement of an external expert and collaboration with the school community is likely to be a strong facilitator for creating a culture of academic integrity.

Theme 5: Policy as the blueprint. Many studies concur that academic integrity policies are essential for creating a culture of academic integrity (Martin and Haeringen, 2011; McCabe et al., 2003; Morris, 2016; Scanlan, 2006; Stoesz and Eaton, 2020; Wangaard, 2016). The schools with an academic integrity policy report fewer misconduct cases than the

schools that do not have one (McCabe and Trevino, 1993). Therefore, an academic integrity policy lays the foundation of academic integrity culture. The interviews made it evident that having an academic integrity policy was a facilitator of creating a culture of academic integrity. One of the vice-principals (VP1) stated that:

Having an academic integrity policy concretely demonstrated the existence of academic integrity in our school and it was a roadmap for us. It helped us to take academic integrity seriously.

The other vice-principal (VP2) highlighted the importance of having a policy at the very beginning:

Our policy was very well written. It is very important that we have such a policy from a strategic point of view. It was very appropriate to start with a policy that would show us the way and keep us on the road.

Referring to my field notes, I saw that the policy booklets were all over the school, including the teachers' room, administrators' rooms, the library etc. As the vice-principal noted, it made the concept of academic integrity concrete in the school. During my visits, when I was in the principal's office, other school principals who came to visit the school read the policy document and wanted to know what it was all about. I heard one principal say that we should do something like this. Moreover, the District Director of Ministry of National Education appreciated the policy document and said that it should be disseminated throughout the province. Without the policy document, explaining academic integrity to people outside the school might have been difficult. However, the existence of the policy document attracted the attention of others and increased the visibility of the presence of academic integrity at the school. Therefore, developing an academic integrity policy was likely to be a reasonable and effective choice for creating a culture of academic integrity.

3.4.2. Barriers

Theme 1: Deficiencies in responding to academic misconduct. Academic dishonesty is a pervasive problem (Whitley and Keith-Spiegel, 2002), and it has long been an epidemic (Haines et al., 1986). Academic dishonesty has corrosive consequences such as undermining student learning, invalidating assessment and hindering students' moral development (Stephens, 2019). Therefore, schools' ability to respond to academic misconduct cases plays an important role in creating a culture of academic integrity.

However, responding to academic misconduct is not a matter of applying ‘quick fixes’ (Morris and Carroll, 2015). Rather, dealing with academic misconduct cases requires effective strategies (deMontigny, 2022). Interviews and analysis of school documents revealed deficiencies in responding to academic misconduct are a significant barrier to creating a culture of academic integrity.

One sub-theme here is legal gaps. All public and state schools in Türkiye are governed according to the regulations of the Ministry of National Education (MoNE). The Regulation on Secondary Education Institutions prescribes four sanctions against academic integrity violations: reprimand, temporary suspension, school change and expulsion from formal education (MoNE, 2013). All violations that require these sanctions are clearly stated in the regulation. However, prevalent academic misconduct types such as plagiarism, fabrication, contract cheating etc., are not included in the regulation as a violation. This poses a significant threat to deterring academic misconduct because school administrations cannot impose sanctions that are not articulated in the regulation. The school principal stated that:

There is a gap in the law about this issue. Such violations [plagiarism] are not included in the regulation. There's nothing we can do about it.

One vice-principal (VP1) also noted that:

Sanctions are prescribed for only cheating in the regulation. I think the regulation should be updated based on academic integrity. National regulations are not suitable for deterring academic misconduct.

I also observed that there was no awareness of plagiarism throughout the school among students, teachers and administrators. When I randomly checked student assignments, I saw many evidences of plagiarism in student papers. However, this was not a concern for teachers because plagiarism has never been a problem in the school (from the interview with an EFL teacher [T1]). Regarding academic misconduct, much of the focus is given to exam cheating. The school is very strict about exam cheating due to the test-based assessment design. There is likely a dichotomous relationship between the lack of awareness of plagiarism and not including plagiarism as a violation in the regulation. It can be argued that the plagiarism problem in secondary education is not visible and mature enough to be discussed on a legal basis in Türkiye.

The second sub-theme of this section is individual responses to academic misconduct. Academic integrity policies stipulate a unified approach to academic misconduct. This is one of the core elements of an academic integrity culture. However, for several reasons, teachers refrained from reporting the cases to the academic integrity council and produced their individual solutions to such cases. It was obvious that different approaches of teachers in responding to academic misconduct were likely to undermine academic integrity. This was also echoed by many students in the interview. One student (T1) stated that:

Our teachers do not behave in the same way about exam cheating. I don't want to give names but some of our teachers do not proctor us in the exams and ignore cheating. But some are very strict about cheating.

The school counsellor made a similar point:

During exams, I noticed that some teachers just look at their mobiles while some others proctor carefully. The problem is that when students notice this, they start thinking that it won't be a problem if I'm not caught. So, they behave according to the proctor teachers.

I also asked teacher participants why teachers might not want to report misconduct cases as described in the policy. A teacher's (T1) response was:

There are teachers who report cheating cases to the school administration, but many solve these issues by themselves because they either don't want to deal with the process or believe that students will somehow get away with it. Also, student assignments are not evaluated thoroughly. Most of our friends just grade the paper numerically and that's all. So, misconduct does not emerge.

Another teacher (T3) made a remark supporting this notion:

Some teachers grade assignments in just two hours, while for some, it takes two days. There is an injustice in grading assignments.

From my field notes and interview data, it was obvious that violations and sanctions in the policy were neglected. Only the exam cheating cases and some behavioural problems were reported to the school administration, and sanctions were imposed for these violations. As Jendrek (1989) suggests, having a well-written academic integrity policy does not

guarantee that the school community will comply. The reluctance of the school is essential for a unified response to academic misconduct, which can be achieved with the effective implementation of academic integrity policies (McCabe and Trevino, 1993).

Theme 2: Prioritization of academic success over academic integrity. In recent years, demand for productivity has increased for students and schools, making academic success important for students by maintaining a high grade point average (GPA) (Tippitt et al., 2009). This demand might lead to pressure for success at all costs. It is likely that, in some cases, academic success is valued more than academic integrity (Houdyshellm, 2017), and in such cases, academic misconduct can be a norm. In the Turkish education system, entering a university is a big challenge and competition for students. Every year, more than two million students take the national university exam. Students' GPA score is added to the exam score, which ends up in grade inflation, especially in private schools (Kayip and Kartal, 2021). Entering a university is important for both students and the schools because schools boast with the number of students who enter a university. Therefore, academic misconduct can be discussed from the perspective of students and the school. Referring to my field notes, I can say that academic success is highly valued at the research school. The school is renowned for its productivity in placing almost all students to a university every year. I did not observe prevalent grade inflation. However, there were instances. In the 10th class, students choose a branch such as natural sciences, social sciences, literature or foreign languages. In this system, I witnessed the tendency to classify courses as "important" and "less important" according to their branch. For example, philosophy is a "less important" course for natural science students, and academic misconduct is tolerated in such courses. In the final match of the debate tournament, one student raised a widely used strategy in the school. Students have the right to demand an assignment, called performance work, from the courses they take. They tend to take these assignments from "less important" courses and submit a plagiarized (copy-paste from the internet sources) paper. Since, this is a "less important" course, the teachers award a high grade to students because it is not welcomed to decrease the GPA of students with low grades from "less important" courses. This was also mirrored by a student (S8) in the focus group interview:

The purpose of some performance work assignments is not to evaluate learning but to increase our GPA. But the assignments in our subject courses are challenging.

One teacher (T3) also noted:

In most schools, academic success comes before academic integrity but in our school, we almost have a balance. But of course, there are problems. I remember a case in which a student's misconduct case was tolerated because she/he was a successful student with a high potential to enter top universities. The school administration didn't want students to have a record in her/his file.

Another point supporting this theme was that senior students' absence is tolerated by the Ministry of National Education. I witnessed that senior students did not come to the school one month before the national university entrance exam, and they studied at home. This is not a legal practice. One of the vice-principals (VP1) claimed that:

Although it is not legal, every year, we get a notice from MoNE to tolerate senior students' absences.

This is a very widespread practice in almost all schools in Türkiye, not special to the research school. The unusual point here is that the inappropriate directive comes from upper management. This can be shown as an example of how prioritizing academic success undermines academic integrity.

Theme 3: Teacher resistance against change. Teachers play a crucial role in creating cultures of academic integrity by inspiring a commitment to academic integrity (McCabe and Pavela, 2004). The consistency between teachers' actions and policies contributes much to the actual implementation of academic integrity (Gottardello and Karabag, 2022). On the contrary, it is agreed that teachers' behaviours and attitudes can undermine academic integrity and hinder the effective implementation of academic integrity policies (Hamilton and Wolsky, 2022; Haq et al., 2020; Saddiqui, 2016). Sustainable changes require the active participation of all community members (Coughlin et al., 2017b). Therefore, teacher resistance to the implementation of academic integrity policy is likely to be a significant barrier to creating a culture of academic integrity. During my observations, I found that teachers were the less interested among the other stakeholders (administrators and students). Among the 60 teachers, ten teachers volunteered to coordinate or take part in academic integrity activities. Few teachers gave feedback about the academic integrity policy, and none reported a misconduct case to the academic integrity council. As stated in

the previous theme, teachers continued to give individual responses to academic misconduct and failed to implement the academic integrity policy. After analysing interview data, I identified two sub-themes that are likely to lead to teacher resistance to implementing the academic integrity policy. The first sub-theme is that teachers refrain from the workload. It was established by several studies that teacher workload is an important barrier to upholding academic integrity and responding to academic misconduct (Bertram Gallant, 2018; Crossman, 2019; Hamilton and Wolsky, 2022). One EFL teacher participant (T2) claimed that:

I have 60 students in two classes. Our classes are crowded which makes it difficult for us to check all student papers for plagiarism. Plus, we have lots of extra teaching workload in the background.

The school does not use a text-matching software to check for plagiarism in student papers. Teachers with a graduate degree (two MA and one PhD) were aware that using a text-matching tool is a must, but the school has no funding for such expenses. The school is totally funded by the MoNE, and MoNE does not allocate funding for such services. One of the vice-principals (VP1) noted that:

A teacher evaluates around 70 performance works in one term. We don't use a text-matching tool, so if they want to check plagiarism, they need to search on Google, but none of our teachers does this because this is a huge workload.

Two teachers pointed out the problem of workload in reporting academic misconduct cases. In my informal conversations, some teachers also highlighted this issue. Some teachers refrain from filling in case reporting documents, engaging in discussions with parents and participating in meetings. They see this process as time-consuming, so due to this workload, they may skip the misconduct cases they witnessed or produce their individual responses.

The second sub-theme that leads to teacher resistance is the beliefs and misconceptions of teachers about academic integrity. Personal beliefs or misconceptions of teachers result in not implementing academic integrity policy or rejecting the culture of academic integrity. Interviews and my field notes reveal that teachers have the following beliefs and misconceptions about academic integrity. Some teachers' beliefs were:

- There is no point in reporting misconduct cases because students will somehow get away with it.
- The national education system should change; otherwise, whatever we do won't work.
- Dishonesty comes from families and society, so we cannot do anything about it.
- Every teacher should act in the same way, but this is impossible.

Some examples of teacher misconceptions were:

- Academic integrity is related to academic research.
- Academic integrity is related to citing works in a paper.
- Academic integrity is applied only in English classes.
- Academic integrity is about punishing students who violate rules.

Such beliefs and misconceptions cause teachers to resist to adapt the culture of academic integrity.

Theme 4: Exam-based assessment design. Adopting an authentic assessment design has clear implications for reducing academic misconduct and upholding academic integrity (Bertram Gallant, 2017b; Egan, 2018; Ellis et al., 2020; Morris, 2016a). On the other hand, poor and uniform assessment designs are more likely to lead to violations of academic integrity. As noted earlier, the most common and dwelled-upon academic misconduct type in the school is cheating in exams. The main reason for this is that the assessment is mainly made by exams. Students take three exams for each course in one term. Apart from exams, they take a performance work and a project work for the courses they choose. However, these assignments are not authentic assignments and, as noted earlier, are given to increase the GPA of students. As I learned from students and teachers, some examples of the topics of such assignments are writing a summary of a book, writing an informative essay about a famous writer or philosopher, solving a number of maths problems etc. Such assignment topics are very easy-to-plagiarize topics and far from being authentic. In such an assessment design where exams are central to the evaluation of student performance, and assignments are given to increase student GPA, misconduct forms other than exam cheating, especially plagiarism, remain obscure. However, authentic assessments are essential tools to help students embrace the fundamental values of academic integrity, such as honesty, respect and responsibility (ICAI, 2021).

Theme 5: Timing of the activities. Stephens (2015) suggests that awareness-raising activities on academic integrity should start before students step into the school campus and continue throughout the year. However, drawing on my experience in this process, I observed that when you do is almost equally important as what you do. Bad timing of school-wide education can be a barrier in the process and reduce the intended outcomes of activities no matter how well they are prepared. One of the main problems I experienced in this process was scheduling the activities. The School administration made a great effort to create room for activities by aligning teachers' and students' schedules. The exam weeks were extraordinary weeks when all students just focused on the exams. So, in these weeks, no activities were conducted. Also, the days after the last exam (approximately three weeks before the end of the term) are not suitable for activities in that most students do not come to school and are not in the mood to participate in school-related activities. This was also echoed by a student (S4) in the focus group:

I think the activities should be made at the beginning and in the middle of the term because through the end of the term, we lose our concentration and don't want to engage in activities.

It is essential to schedule the activities at the beginning of the term and decide on the dates that potentially maximize student involvement.

3.5. Conclusion

In this study, I attempted to explicitly portray the one-year journey of creating a culture of academic integrity at a high school in Türkiye and identify the facilitators and barriers of the journey through the interviews and my field notes. Since creating cultures of academic integrity requires a holistic (Stephens, 2019) and multi-stakeholder (Kenny and Eaton, 2022) intervention, we adopted a community-based participatory research approach to integrating the school community into the process as co-researchers. We started by writing an academic integrity policy using the tool I developed in the preliminary study. During the development of the policy, we adopted an educative approach and attempted to implement the policy throughout the year. At the end of the year, I conducted individual and focus group interviews and identified five facilitators and five barriers to creating a culture of academic integrity. The facilitators were (1) creating buy-in, (2) administrative embracement and support, (3) activities that promote student involvement, (4) external expert and school collaboration as praxis and (5) policy as the blueprint. The barriers were (1) deficiencies in

responding to academic misconduct, (2) prioritization of academic success over academic integrity, (3) teacher resistance against change, (4) exam-based assessment design and (5) timing of the activities.

There is no well-framed definition or description of what having a culture of academic integrity looks like. However, it was widely argued that having an academic integrity culture means adopting an educative approach to academic integrity which leverages teachable moments rather than penalizing students (Bertram Gallant, 2017b), encouraging and ensuring the engagement of every layer of the school (Hendershott et al., 2000), sticking to commonly accepted set of standards (Hudd et al., 2009) and last but not least, showing strict commitment to fundamental values of academic integrity (honesty, trust, responsibility, fairness, respect and courage) at all costs (ICAI, 2021). Certainly, achieving this is not an easy task, and it might take years (Hendershott et al., 2000). However, as a Chinese proverb goes, “a journey of a thousand miles begins with a simple step” (Keyes, 2007, p. 107). This study was the first step taken to create a culture of academic integrity at the research school. Drawing on my observations, interviews, field notes and facilitators/barriers, I can conclude that we were successful in raising awareness of academic integrity throughout the school. However, we are still very far from integrating academic integrity into the school culture and effectively implementing the academic integrity policy. This is understandable because Stephens (2015) notes that creating a culture of academic integrity requires addressing the complex interaction between individual, biological, psychological and cultural factors. This refers to a comprehensive social transformation which is time-and-labour intensive. Achieving this transformation will probably take several years but we ignited the flame for the transformation with this study. On the last day of the school, we had a final meeting with school administration, and I presented my report regarding our achievements, failures, facilitators and barriers. They demonstrated their strong will to continue collaboration in the next year and school principal suggested working on a strategic plan for a more sound implementation of the policy. From this standpoint, I can claim that this study helped raise awareness on academic integrity throughout the school which ultimately led to the aspiration of creating a culture of academic integrity.

As I stated earlier, creating a culture of academic integrity is a journey, and the thick description of this journey proposes significant takeaways for readers. In this study, I tried to portray the journey explicitly and identified the facilitators and barriers with an evidence-

based approach. Within this scope, I can propose some takeaways for high schools which set out on a journey of creating academic integrity culture:

- Creating buy-in is an essential catalyst for creating a culture of academic integrity. The school community's aspiration, especially administrators', plays a decisive role in the success of the process. A well-planned buy-in effort can be the first step in creating an academic integrity culture.
- Getting full support from the school administration is another key point. The school administration should embrace the idea of creating a culture of academic integrity and explicitly provide full support.
- An educative approach to academic integrity strives to raise awareness of students through activities that promote student involvement. Students are more likely to internalize academic integrity when they engage in academic integrity-related activities. Such activities allow students to be active researchers about academic integrity rather than being passive receivers of knowledge.
- In schools where the concept of academic integrity is very new to the school community, getting external help from academic integrity experts plays a vital role in establishing the culture. Expert-school collaboration enables taking actions grounded in theory and research.
- Having an academic integrity policy is not a prerequisite for having a culture of academic integrity, but an academic integrity policy is likely to facilitate establishing a culture in that it serves as a concrete representative of academic integrity at the school and also acts as a blueprint that guides the process.
- Adopting a unified approach to responding to academic misconduct is vital, but it is quite challenging to achieve this. The deficiencies in responding to academic misconduct are context-specific. Therefore, revealing the context-specific barriers may signal school administration on what to work.
- Prioritization of academic success over academic integrity leads to the normalization of unethical behaviours at the institutional level and undermines academic integrity culture. Schools should devote themselves to bringing up successful and honest students without putting much emphasis or value on one than another.
- Teachers are among the key stakeholder in the implementation of academic integrity policy and maintaining the academic integrity culture. It is very much likely that

teachers can demonstrate resistance to this cultural demonstration. School administration should act delicately to mitigate teacher resistance.

- It is well established that adopting an authentic assessment design has clear implications for reducing academic misconduct. In exam-based assessment designs, the only visible academic misconduct is exam cheating. Also, putting too much emphasis on exams in the evaluation of students' performance can make take-home assignments "less important", and students are likely to plagiarize, and teachers do not monitor plagiarism in such assignments.
- Poor timing of activities curbs the realization of the intended outcomes. The activities should be scheduled carefully so that the students can make the most of them.

Creating a culture of academic integrity is an institution-specific journey. However, this journey can be easier and more effective when informed by the experiences of others and best practices. From this aspect, the takeaways of this study may provide food for thought for schools that embark on creating a culture of academic integrity.

CHAPTER 4 – FOLLOW-UP STUDY

Does Writing with Integrity Instruction at Secondary Schools Foster EFL Writing Development?

4.1. Introduction

For many years, researchers characterised academic integrity around academic dishonesty (Razi and Şahan, 2021), and plagiarism has been among the top-researched forms of academic misconduct. This suggests to us that academic integrity is directly related to writing action. The relationship between academic integrity and plagiarism, in other words writing action, has been shaped by two governing pedagogies. The first one is “Gotcha!” pedagogy as characterised by Price (2002). This pedagogy stipulates imposing sanctions on students who plagiarise. In this case, students are seen as moral slackers, habituated to cheating (McCabe and Pavela, 2000). The second pedagogy approaches plagiarism as a matter of intertextual issue and highlights the importance of teaching the ethics of intertextual writing through developing pedagogies that offer positive practices (Howard and Jamieson, 2021). In this approach, Howard and Jamieson (2021) note that students should be seen as authors, not transgressors. Gallant (2008) formulates the difference between these two pedagogies with two questions “how do we stop students from cheating?” and “how do we ensure students are learning?” (p. 112). These perspectives make it evident that in approaching student writing in general, plagiarism in particular, we must shift our writing pedagogy from policing students to engaging them (Thomas and Sassi, 2011).

The educative approach to intertextual writing raised by Howard and Jamieson (2021) proposes a more constructive and sustainable solution to plagiarism in second and/or foreign language writing. Writing in the first (L1) and second/foreign (L2) language has different dynamics and challenges. This distinction is also valid for plagiarism in L1 and L2. Studies show that students tend to plagiarise more in foreign language classes (Chen and Ku, 2008; Keck, 2014; Pecorari and Petrić, 2014). The systematic review of Pecorari and Petrić (2014) reveals that L2 learner status is seen as a causal or contributing factor in plagiarism. The main drivers of this problem are difficulties in L2 academic writing and insufficient language proficiency (Pecorari and Petrić, 2014). Moreover, several studies show that L2 students face additional problems compared to L1 students during the writing process, such

as using and critically evaluating internet sources (e.g. Flowerdew and Li, 2007; Li, 2013b; Li and Casanave, 2012; Pecorari, 2008; Radia and Stapleton, 2008). One concrete example showing the difference between L1 and L2 plagiarism is patchwriting. Howard (1992) defines patchwriting as “copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym substitutes” (p. 233). Many scholars (Flowerdew and Li, 2007; Li, 2013a; Li and Casanave, 2012; Pecorari, 2003b, 2008) see patchwriting, which is a form of academic integrity violation in L1 writing, as a developmental strategy in L2 writing due to the contextual factors of L2 learners. Howard (1995) maintains that seeing patchwriting as a pedagogical opportunity rather than a juridical problem facilitates the learning process, which Gallant (2017) characterises as leveraging the teachable moment. Otherwise, treating patchwriting as a problem to be cured and punishing the student action would prevent students’ progress towards membership in a discourse community (Howard, 1995). All these arguments suggest that, especially in L2 writing, the concept of plagiarism should be approached from an educative perspective due to the contextual factors of L2 learners.

This educative approach should especially be embraced in pre-university years, namely in K-12 education, where students start to develop their identity as authors. Lack of proper education on plagiarism in high schools could result in developing flawed writing habits, which can be carried to later stages of education (Bruton and Childers, 2016). Therefore, an education on the understanding of plagiarism and how to avoid it should be given at the early stages of education (Gregory, 2021). As mentioned earlier, it is essential to achieve this without policing students. Pelaez-Morales and Angus (2015) argue that exposure to language does not guarantee better writing proficiency for K-12 L2 learners. Rather, rhetorical flexibility is needed in how to use the language. Howard and Jamieson (2021) frame this rhetorical flexibility as rhetorical intertextuality, which stipulates the development of authorial practices of students through deep engagement with the texts. They maintain that the writing instruction should include teaching paraphrasing, summarising and rhetorical choices of the writers. In this way, developing positive rhetorical pedagogies rather than just teaching students how they can avoid ethical breaches prescriptively during pre-university years can be a more sustainable solution to the plagiarism problem.

To this end, three assumptions emerge. First, the “Gotcha!” pedagogy (Price, 2002) creates a climate of fear and does not facilitate student learning. Second, just teaching

students the ways to avoid plagiarism in a prescribed way has proved to be unsuccessful in mitigating plagiarism, and third, plagiarism should be addressed; otherwise, it is detrimental to L2 writing development, especially in pre-university years. Based on these assumptions, it can be argued that an L2 writing instruction pedagogy rooted in the premises of academic integrity can serve as a sustainable solution to the plagiarism problem (Wan and Scott, 2016) and may have clear implications for students' writing development (Morris, 2016a).

4.2. Academic Integrity and L2 Writing

Two topics that come to the fore about academic integrity and L2 writing are plagiarism and patchwriting, which are central to academic writing development. Although plagiarism has a simple literal definition as taking someone else's work and presenting it as one's own, it is a much more complicated concept (Click, 2012). According to Click (2012), three major problems feed the complexity of the plagiarism concept. These problems are the oversimplification of plagiarism, difficulties in identification of plagiarism and elevation of the Western concept of plagiarism as the norm by the academy. In their seminal paper on plagiarism in second language writing, Pecorari and Petrić (2014) list the different approaches of scholars to plagiarism, which are plagiarism as a literary phenomenon, plagiarism as a transgression, plagiarism as a stage of language development and plagiarism inhibiting language development. Surrounded by different conceptualisations and approaches, it would be misleading to approach the concept of plagiarism as a black-and-white issue (Pennycook, 1996). Especially in the L2 writing context, plagiarism has been treated from a broader perspective and seen as an important indicator of writing development (Pecorari and Petrić, 2014). The last three decades have witnessed the struggles of demonstrating plagiarism as an intertextual issue rather than a transgression in the L2 context. Many studies highlight that plagiarism may happen unintentionally due to a lack of awareness in citing sources (Sherman, 1992) or poor language skills (Pecorari and Petrić, 2014). Therefore, plagiarism cases can provide teachers with data about students' writing development.

The doctoral dissertation of Suh (2008) empirically shows that student plagiarism can be a product of students' writing journey, not directly a transgression. In this exploratory case study, Suh closely investigates the textual borrowing practices of a novice Korean student at a TESOL program. After triangulating the data with several data sources, she

concludes that transgressive textual borrowings of the student arose from her misconceptions of plagiarism and paraphrasing, insufficient academic and L2 repertoire and inexperience in writing a research paper. The study of Neumann et al. (2019) investigates the challenges that L2 learners face when using sources in their assignments. The analysis of 73 students' essays and interviews reveals that the problems with student plagiarism stemmed from a lack of understanding of the source texts, selecting appropriate details from sources and integrating them into their own texts with appropriate paraphrasing and citation. Many other studies reveal that plagiarism detected in L2 learners' texts is not deliberate attempts to present others' works as their own but the result of deficiencies in writing development (Bowen and Nanni, 2021; Chien, 2014; Löfström and Kupila, 2013; McClanahan, 2005; G. J. J. Wu, 2018). It is evident that approaching plagiarism in L2 writing as a developmental issue can create opportunities for teachers to leverage the teachable moments (Bertram Gallant, 2017a).

Another academic integrity-related topic that has special connotations in L2 writing is patchwriting. According to Click (2012), patchwriting involves taking extracts from different sources and rearranging sentences with synonym replacements, which can be considered plagiarism. However, many scholars (e.g. Flowerdew and Li, 2007; Hayes and Introna, 2005; Li, 2013a; Li and Casanave, 2012; Pecorari, 2003b) favour the idea that patchwriting is an attempt by L2 learners to make sense of the source texts as a part of the learning process. Howard (1995) expands on this idea and affirms that students can use patchwriting with an intent to deceive, but it is not always a form of academic misconduct. Rather, it is a form of transitional writing that students who are inexperienced in the conventions of academic writing employ when they are unfamiliar with the content they are writing. Therefore, patchwriting action in L2 writing indicates that students do not fully understand the source texts, and it also shows students' efforts to construct meaning. The use of patchwriting as a developmental strategy is often the case in the early stages of writing development experienced by novice L2 writers. In this transition stage, learners do not perceive themselves as authors that can synthesise the arguments in the source texts, which is caused by a lack of authorial identity (Abasi et al., 2006). From this perspective, Howard and Jamieson (2021) argue that learners should be seen as authors, not transgressors and developing the authorial identities of learners yields more sustainable solutions rather than prescribing how to avoid plagiarism.

Several empirical studies attempted to explore the role of patchwriting in the writing development of L2 learners. The study of Currie (1998) explores the nature of plagiarism incidents of an L2 learner at a university through a deep investigation of her writing assignments and interviews with her and her professors. Based on the analysis of the learner's writing pieces, Currie (1998) concludes that copying made by the learner, in other words patchwriting, served as a preliminary stage in the development of an ability to synthesise information in the sources. Currie also maintains that patchwriting helped the learner develop a sense of written English, ultimately leading to learning the language and conventions. From a similar perspective, Pecorari (2003) investigated the plagiarism incidents in the writing of 17 L2 learners from different disciplines and universities. Pecorari found that the student texts included plagiarism; however, she found strong evidence that plagiarism incidents did not occur with an intention to plagiarise, which suggests that this can be labelled as patchwriting. Pecorari concludes that the incidents she examined overlap with Howard's (1995) patchwriting model, which posits that plagiarism is not caused by an intention to deceive but as a result of the need for further development in writing. Differently from these studies, the longitudinal study of Villalva (2006) investigated the literacy practices in the writing process of two high-school L2 learners. Villalva noted that the less experienced participant frequently employed patchwriting as a literary practice in her writing. Drawing on the excerpts from her texts, Villalva reported that patchwriting played an important role in promoting the development of academic uses of both written and oral English of the learner. The study of Ouellette (2008) critically examines the writing drafts of an L2 learner, who was identified as a plagiarist, from the aspects of writer identity and how her choices construct identity and how identity shapes her choices. Ouellette reported that the learner employed the patchwriting strategy in the second draft (out of three), which, according to Ouellette, shadowed her writing identity because she hid behind the voices of others without presenting her own claims. However, Ouellette also noted that patchwriting provided the learner to cope with the difficult linguistic structures and the various identities she attempted to negotiate. In a similar fashion, the studies of Davis (2013) and Li and Casanave (2012) found evidence that patchwriting is employed by novice L2 learners and it should be treated as a developmental issue.

As the theory and practice suggest, in the L2 writing case, a more critical understanding and framing is necessary for plagiarism and patchwriting, which are among the cardinal sins of academic integrity. Rather than seeing them as transgression,

conceptualising them as a by-product of intertextuality gives room for a discussion arena that would produce a negotiated educative approach.

4.3. Academic Integrity and Intertextuality

As portrayed in the previous section, academic integrity in the L2 writing context is beyond student cheating. Rather, it is a teaching and learning issue (Morris, 2016a). Howard and Jamieson (2021) criticise the current approaches to academic integrity as being tangential and irrelevant to the teaching of intertextual writing and note that

...instructors and institutions are called upon to create and maintain an ethically saturated environment that minimises textual breaches, and they are charged with identifying and punishing students whose assumed low character has propelled them to any sort of textual misstep (Howard and Jamieson, 2021, p. 386).

As raised by Howard and Jamieson (2021), academic integrity in the L2 writing context is more related to the intertextual understanding and synthesising ability of learners as authors. In its simplest form, intertextuality is creating a new text within a matrix of other texts (Borg, 2018). Learners should be dialogic meaning-makers in this creation process rather than just focusing on mechanical issues in source use (Howard and Jamieson, 2021). Howard and Jamieson maintain that there are three approaches to intertextuality where mechanical approach focuses on teaching citation styles, the ethical approach is concerned with the writer's adherence to community standards, and the rhetorical approach aims to establish a dialogic, generative and interactive relationship between the learner, sources and the audience. Jamieson (2022) argues that rhetorical intertextuality brings a more generative approach to writing instruction and helps learners avoid the unintentional use of sources.

The concept of rhetorical intertextually, first coined by Howard and Jamieson (2021), emerged as a reaction to a widespread practice in which learners "...find and correctly cite appropriate and reliable sources, and then simply ... reproduce ideas from those sources in list-like presentations of undigested information" (Howard and Jamieson, 2021, p. 396). In such a practice, mechanical and ethical intertextuality is ensured through appropriate citation and the use of reliable sources. However, it lacks rhetorical intertextuality with which learners build a web of meaning through curating and synthesising information from others' ideas. The essence of rhetorical intertextuality is helping learners be authors who communicate with the sources, refine and synthesise ideas and arguments in the sources and

present them to the audience by blending their refinements with their own rhetoric. In this way, Howard and Jamieson (2021) propose that as the learners gain more experience and expertise in rhetorical intertextuality, they are less likely to engage in patchwriting or plagiarism.

It can be asserted that the concept of rhetorical intertextuality proposed by Howard and Jamieson (2021) offers a solid theoretical ground for academic integrity in L2 writing research. Although there have been considerable efforts to frame academic integrity around positive values, negative connotations such as plagiarism, contract cheating, misconduct, or cheating still prevail in academic integrity research. As Pecorari and Sutherland-Smith (2021) point out, the shift from negative integrity frames to the implementation of positive integrity in written discourse remains a big question. To this end, it was argued that there has been a shift from a punitive to an educative approach to academic integrity. However, Howard and Jamieson (2021) and Pecorari and Sutherland-Smith (2021) highlight that this educative approach falls short in addressing writing discourse and L2 writing instruction. Therefore, it is hypothesised that creating a culture of academic integrity that embraces an educative approach with a special focus on rhetorical intertextuality could produce significant outcomes for the L2 writing development of high school students. From this standpoint, this study aims to explore the potential outcomes of such an intervention.

4.4. Methods

4.4.1. Research Questions

This study has two primary objectives. On the one hand, it aims to reveal whether WwI program helps mitigate plagiarism incidents among EFL learners. On the other hand, it aims to explore how a writing instruction that develops ethical, mechanical and rhetorical intertextuality affects EFL learners' writing development. Per these objectives, the research questions that this study addresses are:

RQ1: Does WwI program help mitigate plagiarism incidents in student essays?

RQ2: How does a writing instruction characterised around mechanical, ethical and rhetorical intertextuality affect EFL learners' writing development?

4.4.2. Research Design

This study is based on the premises of embedded design. Creswell and Clark (2007) define embedded design as :

...a mixed-methods design in which one data set provides a supportive, secondary role in a study based primarily on the other data type... Researchers use this design when they need to include qualitative or quantitative data to answer a research question within a largely quantitative or qualitative study (Creswell and Clark, 2007, p. 67).

Embedded research design is useful in experimental or correlational studies where researchers collect both qualitative and quantitative data and support their findings with one supplementary data type (Creswell and Clark, 2007). This study employs quantitative and qualitative data collection and analysis techniques in a one-group time-series design which is a useful design to be used in a school setting to study the effects of a major change in policy implementation (Ary et al., 2013). However, the one-group time-series design is considered to be a weak design as there is no comparison group. In this design, the before-the-treatment condition of the group serves as its own control group (Nunan and Bailey, 2009). In this respect, I categorized and analyzed the data as pre, mid and post-treatment. The embedded design allowed me to triangulate the findings by drawing on qualitative and quantitative data. Figure 4 shows the data triangulation sequence.

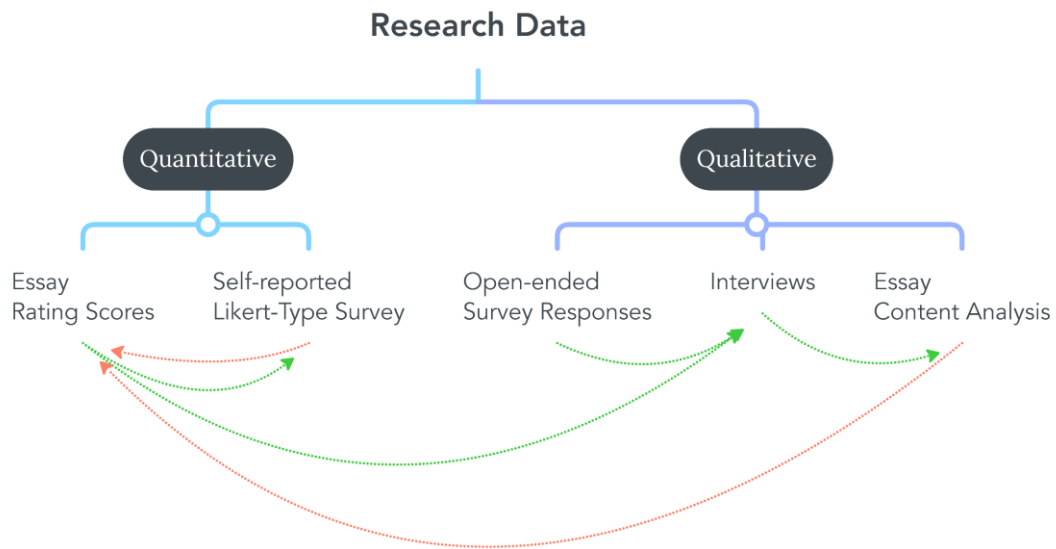


Figure 4. *Data Triangulation Sequence*

4.4.3. Setting and Participants

This study was carried out at a state high school in Türkiye. The school is one of the 12 secondary schools in Türkiye, which has an English preparatory class in the first year. The school accepts 180 students yearly based on the national high school entrance exam. Students who achieve to enter around the 3% percentile in the exam are admitted to the school. In the preparatory class, there are six classes consisting of 30 students each. Students have 21 hours of English lesson per week, 4 of which is EFL writing lessons. Also, the school is a member of the Advanced Placement (AP) program, which gives students the chance to earn college credit and placement while they are still in high school (College Board, n.d.). There is one AP class at school, and 19 students take English Language and Composition course. On the website of the AP program, the course is described as follows:

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesise, and cite research to support their arguments. Additionally, they read and analyse rhetorical elements and their effects in

nonfiction texts—including images as forms of text— from a range of disciplines and historical periods (College Board, 2020, para 6.).

As highlighted in the course description, students are expected to develop rhetorical analysis and composition skills by synthesising others' ideas and composing their own arguments. Nineteen students in the AP class participated in the study. Of 19 students, nine were in the prep class, 12 were in the ninth class, and three were in the tenth class.

4.4.4. Data Collection and Analysis

In this study, I collected quantitative and qualitative data in various steps. I collected data from 19 students. However, five students did not submit their essays for several weeks. Therefore, I removed these students from the sample and continued with students ($n = 14$) who submitted essays each week. The main data set was student papers ($N = 140$) which include writing assignments submitted by students during the intervention. To explore students' writing development, I scored student papers on the adapted version by Şahan (2019) of the analytic writing scoring scale developed by Han (2013). The adapted version of the scale includes five components: grammar, content, organisation, style and quality of expression, and mechanics. Each component has five performance indicators. In the original version of the scale, each component and performance indicator had differing score weights (e.g., 1.5pts for grammar, 3pts for content, 2.5pts for organisation, 1pt for mechanics). However, for this study, the scoring weights were adjusted to a five-point scale from one (poor) to five (excellent) with the permission and suggestion of the developer of the adjusted version of the scale (Şahan, 2019). I scored each student paper using the adjusted version of the analytic writing scoring scale.

I conducted interviews with students to provide a deeper understanding of the quantitative findings. In the last week of the program, I administered a short survey to students, including six Likert-type and six open-ended questions. In Likert-type questions, I asked them to score (from one to five) if the intervention improved their writing skills for each component. In open-ended questions, I asked them to explain how they think the intervention improved their writing skills for each component. I collected data through the Socrative app anonymously at the end of the intervention. The qualitative and quantitative data obtained in this step formed a basis for the main individual interviews and helped me

tailor interview questions for each student. Seventeen students accepted to participate in the individual interviews. The interviews were made one week after the intervention had ended, and I recorded interviews with a voice recorder. I used MAXQDA software to analyse the interview data, and I employed deductive thematic analysis, which is often used when the structure of the analysis is operationalised (Elo and Kyngäs, 2008) and the exemplification of the identified categories is made (Polit and Beck, 2004) on the basis of previous knowledge. After analyzing the interview data and revealing the preliminary findings, I conducted a content analysis on essays to validate the findings of the interview. Also, plagiarism incidents in student papers were recorded by interpreting the similarity reports produced by Turnitin. Lastly, to contribute to the validity of the measurement, %20 of student papers were rated by another rater who has been an EFL writing instructor at a university for more than ten years. Before the rating process, I introduced the scale, the WwI program and the concept of intertextuality to the rater. After the short training, we scored one example paper together using the scale. I created a folder for the rater including 42 papers from the upper, middle and lower 10% percentile ($n = 14$). The rater scored the papers independently based on the scale. The interrater reliability indicated to a strong consensus (.88) with a 95% confidence interval from .118 to .972 ($F_{(35,35)} = 37,04 p < .01$) in the scoring of the student papers. I analyzed essay rating scores with the Repeated Measures (RM) AVOVA test. Before conducting the RM ANOVA test, I checked the normality and sphericity assumptions. I calculated the Z scores of skewness and kurtosis values to check the normal distribution. Calculated Z scores were between +1.98 and -1.98, which indicates a normal distribution according to Kim (2013). Mauchly's Test of Sphericity was used to check the sphericity assumption. All domains except Grammar ($X^2_{(2)} = 12.03, p = .02$) met the sphericity assumption. For the Grammar domain, I used Greenhouse-Geisser correction to meet the sphericity assumption.

Ethical permission to conduct the study was obtained from the Ethics Committee of Çanakkale Onsekiz Mart University, School of Graduate Studies in addition to the institutional approval obtained from the Provincial Directorate of the Ministry of National Education. The participating students and their parents signed a consent form to participate in the study.

4.4.5. Procedure

This study adopted Stephens' (2016) Multilevel Intervention Model for creating a culture of academic integrity which comprises three levels as School-Wide Education (SWE), Context-Specific Prevention (CSP) and, where needed, Individual Remediation. The details of School-Wide Education are already outlined in Chapter 3. CSP refers to any intervention that strives to promote academic integrity or deter academic dishonesty in a specific course or program. Stephens (2016) notes that Prevention in CSP does not involve punitive approaches. Instead, it refers to positive developmental interventions that increase student knowledge and awareness of academic integrity. In this respect, I developed and implemented a Writing with Integrity (WwI) program that focused on improving students' mechanical, ethical and rhetorical intertextual writing skills. In the first two weeks, I introduced the writing tasks to the students and asked them to write an essay by synthesising the sources given without teaching how to do so. However, I highlighted the importance of citing sources, as we had already addressed in SWE throughout the year. Starting from the third week to seventh week, the focus was on mechanical intertextuality and in feedback sessions, I started to introduce rhetorical intertextuality. The topics covered what plagiarism is, what citation styles are and how to cite, quote, paraphrase and summarize appropriately. I continued addressing rhetorical intertextuality in one-on-one feedback sessions. In these sessions, we aimed to establish a dialogic interface between students, sources and readers (Howard and Jamieson, 2021), where students learned to build meaning through synthesising others' ideas and arguments by considering others' and their rhetorical choices. WwI program was conducted in the AP class, and the program lasted for ten weeks (see Appendix 7 for program content). Students submitted ten synthesis essays, and for each essay, I provided face-to-face or offline (via screen recording videos) feedback to students. I considered the weeks before the mechanical intertextuality education (first, second and third week) as pre-test. I included the third week to the pre-test data because the topic covered in the third week was mainly theoretical. WwI program duration (week 4 to 7) constituted the mid-test data and the data of the last three weeks were post-test data. Figure 5 shows the intervention and data collection timeline.

| Data | Pre-Test | | Mid-Test | | | | | Post-Test | | |
|--------------------|-------------------------|----------------|---------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|
| Weeks | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Essays | <i>Essay 1</i> | <i>Essay 2</i> | <i>Essay 3</i> | <i>Essay 4</i> | <i>Essay 5</i> | <i>Essay 6</i> | <i>Essay 7</i> | <i>Essay 8</i> | <i>Essay 9</i> | <i>Essay 10</i> |
| Treatment | | | Writing with Integrity Program | | | | | | | |
| Program Components | Ethical Intertextuality | | | | | | | | | |
| | | | Mechanical Intertextuality | | | | | | | |
| | | | Rhetorical Intertextuality | | | | | | | |

Figure 5. *Intervention and Data Collection Timeline*

4.4.6. Limitations

This study has several limitations. The first limitation is the small sample size. The main focus of this study is intertextual writing. There was only one class (AP Class) in the research school where students performed source-based writing. The writing tasks in other classes were mainly creative writing which does not necessitate source use. In the AP Class, there were 19 students. However, five students did not complete all writing tasks ($N = 10$). Therefore, I excluded them from the sample and continued with the data of 14 students. The second limitation is the lack of a control group. As mentioned above, due to the nature of writing instruction given at the research school, the control group was not possible. However, the triangulation of findings was ensured via a mixed-method design. The third limitation was that the study was conducted in a non-assessed course. The AP class students completed writing assignments on a voluntary basis.

4.5. Findings

RQ1: Does WwI program help mitigate plagiarism incidents in student essays?

Plagiarism was a prevalent but covert problem in the school. Among the student papers I randomly examined ($n = 104$), written in English classes from different grades at the beginning of the term, I detected plagiarism in 44 of them (%42). However, this problem

was not a concern for teachers and school administration. Therefore, I attempted to reveal the effectiveness of the WwI program in mitigating plagiarism in EFL classes by piloting the two levels (SWE and CSP) of Stephens' (2016) Multilevel Intervention Model in the AP Class. Within this context, we tried to raise awareness of academic integrity with SWE throughout the year (see Chapter 3), and with the WwI program (as CSP), I helped students develop mechanical, ethical and rhetorical intertextuality skills. In teaching sessions, I focused on mechanical and ethical intertextuality, whereas in feedback sessions, I aimed to develop rhetorical intertextuality skills. During the WwI program, students completed ten writing assignments. The plagiarism cases in the student papers are shown in Figure 6.

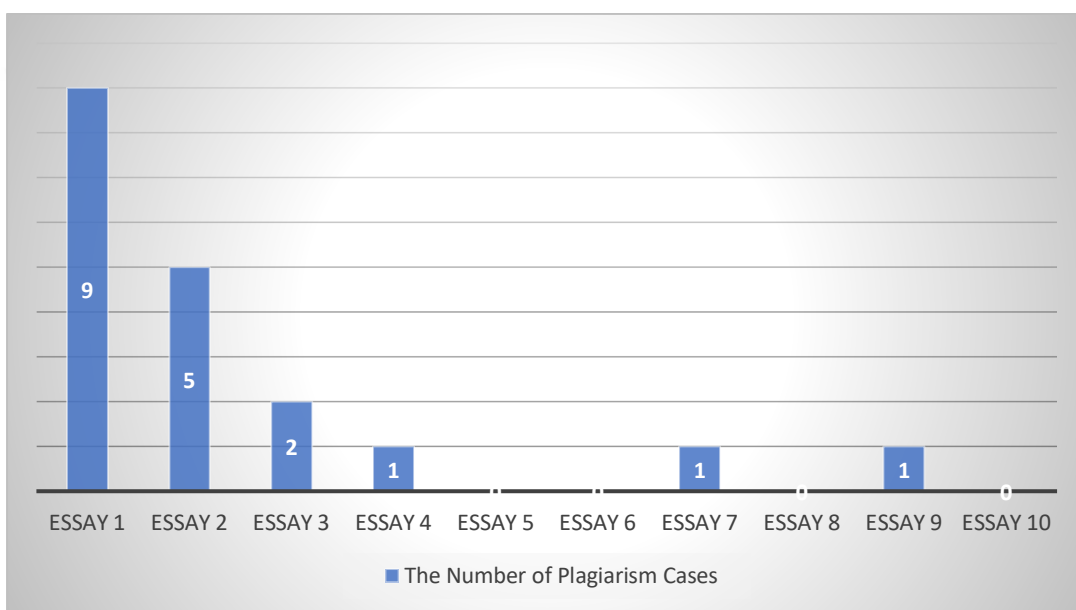


Figure 6. *Plagiarism Incidents in Student Papers After WwI Program*

The table shows a sharp decrease in plagiarism incidents. In the first two weeks, ten students plagiarised intentionally, whereas four students committed unintentional plagiarism that stemmed from missing citations or misuse of direct quotations. In intentional plagiarism cases, I observed that students mainly employed the patchwriting technique. In feedback sessions, I found that plagiarism incidents caused by the lack of mechanical and rhetorical intertextuality skills, not by a cheating intention. Therefore, in feedback sessions, we examined their plagiarism cases together and practiced how to avoid plagiarism. Starting from the third paper, plagiarism cases were sharply mitigated. In open-ended survey responses, most students highlighted the effectiveness of feedback sessions. One student noted that:

I think the feedback sessions improved us a lot. When I couldn't understand exactly what I should do, showing me how to do it correctly on my paper helped me a lot.

A deeper analysis of student papers revealed students' choices as writers when synthesising the sources. At the early stages, students employed patchwriting technique by using verbatim extracts from the sources without appropriate referencing. Then, students overrelied on long direct quotations with limited reporting words such as 'said, told, mentioned' when referring to others' arguments. This is followed by presenting paraphrased or summarized versions of arguments with parenthetical in-text citations at the end of the paragraph. Then, they learned to use parenthetical citations appropriately. Lastly, students started to use narrative in-text citations with very limited narrative reporting verbs and ended up with using various academic reporting verbs. Table 7 shows the extract from student papers for each stage outlined above.

Table 7

Citation extracts from student papers

| Stage | Extract |
|---|---|
| Patchwriting | Low-achieving students in elementary school may do more homework because they are struggling to catch up but homework is not causing their learning problems.* |
| Overuse of direct quotations | Brian Gill and Steven Scholesman refer that "Homework can inculcate habits of self-discipline and independent study and can help inform parents about the educational agenda of their school". The writers cited "We must find ways to make homework an interesting and challenging educational experience for students". |
| Using parenthetical citations at paragraph endings. | People are suffering from lots of diseases like typhus, diphtheria, smallpox. Only way to stop diseases is vaccines. As everyone knows, vaccines should be tested before they can be useful for people. Animals are only option people have. There is nothing more useful, cheaper or easier than using animals (Stuart, 2002). |
| Using parenthetical | Studies show that multilingual kids can think better than children who speak only English (Oaks, 2010). However, Americans choose to be monolingual because they think English is enough (Thomas, 2013). |

citations

appropriately

Using
narrative
citations

The biggest reason most students hesitate to attend college is financial. Pew's (2011) study shows that 75 percent of Americans say college is way too expensive for them to afford. On contrary, Leonhardt (2011) points out that colleges aren't that expensive once financial aid is taken into account.

*Bold is verbatim patchwriting.

These extracts from student papers show students' development path in intertextual writing skills. In the patchwriting stage, students mainly copied verbatim texts without proper citation. As can be seen in the example extract, the student copied verbatim texts from sources and connected them with a conjunction but did not cite the sources. This is a typical form of plagiarism. However, this extract is from pre-test essays where students did not learn how to cite sources, but in feedback sessions, we discussed ethical aspects of citing sources. This led to overuse of direct quotations with improper citation. At this stage, students created texts by compiling direct quotations from sources. The extract shows that there is no logical coherence in the paragraph and the student misused the citation verbs. In the early stages of mechanical intertextuality education, students attempted to synthesize sources with their arguments. In the extract, the student cited Stuart's study at the end of the paragraph. The first sentence is from another source, but she failed to provide the reference. The second sentence is the student's own sentence, and she synthesized the following sentences from Stuart's study. However, providing the reference at the end of the paragraph creates ambiguity. It may be challenging for readers to figure out which statements belong to Stuart and the student. Although the student demonstrated an understanding of ethical and mechanical intertextuality, the lack of rhetorical intertextuality skill was obvious. After the feedback sessions, students started to use parenthetical citations more effectively. In the extract, the student established the territory by referring to Oak's study and introduced the problem situation by citing Thomas. Students also started to use narrative in-text citations more effectively. In the last extract, the student made a counterargument-argument comparison and used narrative in-text citations appropriately. These extracts show that plagiarism and patchwriting can be inevitable for the novice writers in source-based writing. An ethical, mechanical and rhetorical understanding mitigated plagiarism incidents.

RQ2: How does a writing instruction characterised around mechanical, ethical and rhetorical intertextuality affect EFL learners' writing development?

WwI program constituted the CSP part of creating a culture of academic integrity at the school. It was seen that such an intervention helped mitigate plagiarism incidents. I also attempted to explore how the WwI program affected the EFL writing development of learners. First, I collected students' self-reports through open-ended and Likert-type questions with an anonymous survey. Figure 7 shows students' self-reports on the effect of the WwI program on particular writing components.

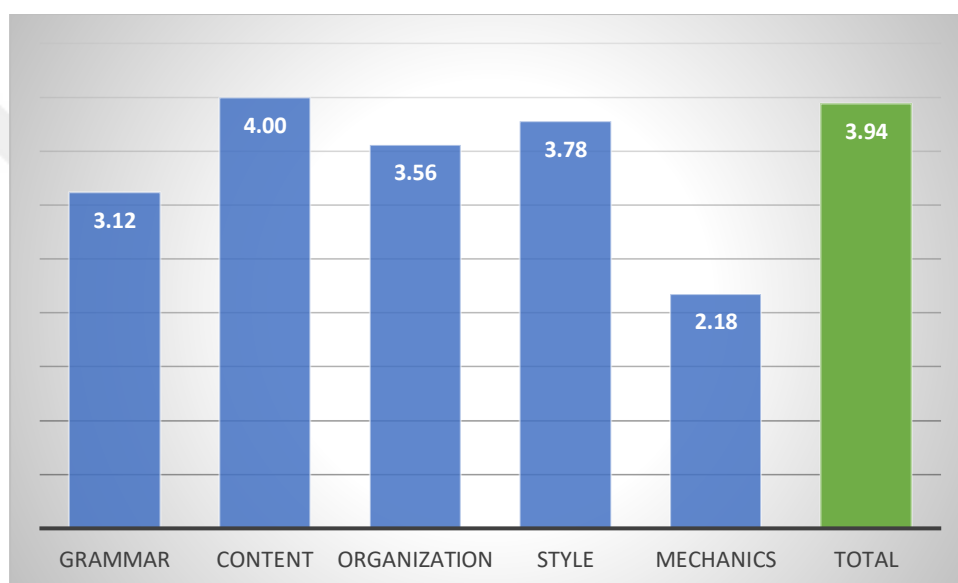


Figure 7. *In Which Domains Do You Think the WwI Program Improved Your Writing Development?*

Students reported that the WwI program contributed to their writing development in total ($M = 3.94$, $SD = 0.90$), with Content ($M = 4.00$, $SD = 0.91$), Style ($M = 3.78$, $SD = 1.31$) and Organization ($M = 3.56$, $SD = 1.25$) being the highest developed domains. With open-ended anonymous survey questions, I asked them how they think the WwI program improved particular domains. The themes in student responses are presented in Table 8.

Table 8

Categories and Themes on The Effect of the WWI Program on EFL Writing Development

| Categories | Themes |
|--------------|--|
| Grammar | Improving active and passive voice usage through paraphrasing and summarising |
| | Practising reported speech in direct and indirect quotations |
| Content | Annotation as a technique in forming a thesis statement |
| | Referring to sources as a facilitator for supporting the thesis statement |
| Organisation | Working with multiple sources contributing to the logical organisation of the paragraphs |
| | Referencing as a contributor to unity and coherence |
| Style | Source use contributing to the appropriate and varied use of vocabulary |
| | Citation verbs as a facilitator of rhetorical understanding of sources. |
| Mechanics | Mechanical intertextuality promoting correct punctualization |

Student self-reports indicated a substantial improvement in Content, Organisation Style & Expression. In order to get a deeper understanding of this reported improvement, I analysed students' essays (N = 140) and rated each domain from one (poor) to five (excellent) using the adapted version of the analytic scoring scale (Şahan, 2019). The rating scores are presented in Figure 8.

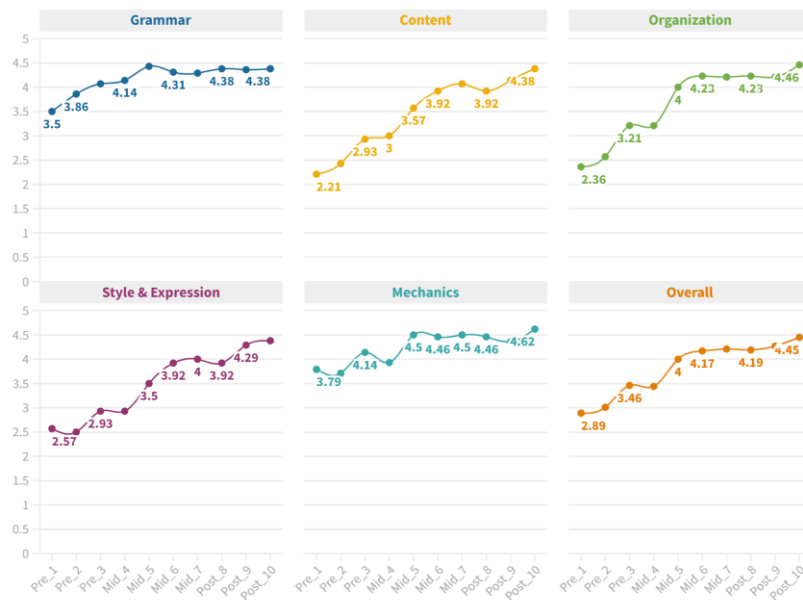


Figure 8. *Domain-Based Rating Scores of Student Essays*

Figure 8 indicates that there was an improvement in all domains, with Mechanics ($M = 4.24$, $SD = .61$) and Grammar ($M = 4.17$, $SD = .59$) having the highest mean scores. However, the mean score does not indicate an improvement for these domains. A Repeated Measures ANOVA test was conducted to test the difference between pre, mid and post test scores.

Table 9

Descriptive Analysis Results

| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>Min</i> | <i>Max</i> | | <i>N</i> | <i>M</i> | <i>SD</i> | <i>Min</i> | <i>Max</i> |
|---------------------|----------|----------|-----------|------------|------------|------------------|----------|----------|-----------|------------|------------|
| Grammar | | | | | | Style | | | | | |
| Pre | 42 | 3.81 | 0.60 | 3 | 5 | Pre | 42 | 2.67 | 0.65 | 2 | 4 |
| Mid | 56 | 4.30 | 0.54 | 3 | 5 | Mid | 56 | 3.59 | 0.63 | 2 | 4 |
| Post | 42 | 4.36 | 0.49 | 4 | 5 | Post | 42 | 4.19 | 0.60 | 3 | 5 |
| Content | | | | | | Mechanics | | | | | |
| Pre | 42 | 2.52 | 0.67 | 1 | 4 | Pre | 42 | 3.88 | 0.59 | 3 | 5 |
| Mid | 56 | 3.64 | 0.55 | 2 | 5 | Mid | 56 | 4.36 | 0.59 | 3 | 5 |
| Post | 42 | 4.14 | 0.65 | 3 | 5 | Post | 42 | 4.45 | 0.46 | 4 | 5 |
| Organization | | | | | | Overall | | | | | |
| Pre | 42 | 2.71 | 0.64 | 1 | 4 | Pre | 42 | 3.12 | 0.51 | 2.0 | 4.4 |
| Mid | 56 | 3.93 | 0.66 | 2 | 5 | Mid | 56 | 3.96 | 0.46 | 2.4 | 4.6 |
| Post | 42 | 4.29 | 0.51 | 3 | 5 | Post | 42 | 4.29 | 0.46 | 3.4 | 5.0 |

Table 10

Repeated Measures ANOVA Test Results

| Domain | Factor | SS | <i>df</i> | MS | F | <i>p</i> | Direction of Difference |
|--------------|----------|-------|-----------|------|--------|----------|--|
| Grammar | Tests* | 2.55 | 1.23 | 2.08 | 32.60 | <.001 | Pretest>Midtest, $p < .001$ |
| | Residual | 6.56 | 13 | .50 | | | Pretest>Posttest, $p < .001$ |
| Content | Tests | 19.24 | 2 | 9.62 | 94.23 | <.001 | Pretest>Midtest, $p < .001$ |
| | Residual | 4.47 | 13 | .34 | | | Pretest>Posttest, $p < .001$ Midtest>Posttest, $p < .001$ |
| Organization | Tests | 19 | 2 | 9.50 | 148.20 | <.001 | Pretest>Midtest, $p < .001$ |
| | Residual | 2.95 | 13 | .23 | | | Pretest>Posttest, $p < .001$ |
| Style | Tests | 16.50 | 2 | 8.25 | 77.71 | <.001 | Pretest>Midtest, $p < .001$ |
| | Residual | 5.78 | 13 | .46 | | | Pretest>Posttest, $p < .001$ Midtest>Posttest, $p < .001$ |
| Mechanics | Tests | 2.62 | 2 | 1.31 | 21.35 | <.001 | Pretest>Midtest, $p < .001$ |
| | Residual | 5.108 | 13 | .39 | | | Pretest>Posttest, $p < .001$ |
| Overall | Tests | 10.17 | 2 | 5.08 | 137.94 | <.001 | Pretest>Midtest, $p < .001$ |
| | Residual | 4.36 | 13 | .34 | | | Pretest>Posttest, $p < .001$ Midtest>Posttest, $p < .001$ |

*Greenhouse-Geisser correction was used for sphericity assumption.

Repeated Measures ANOVA test showed that there is a statistically significant difference between pre, mid and post-tests in all domains. Although mean scores of Content ($M = 3.45$), Organization ($M = 3.67$) and Style & Expression ($M = 3.49$) are lower than Grammar ($M = 4.17$) and Mechanics ($M = 4.24$), the posttest-pretest change scores show that students performed better improvement in Content ($MD = 1.62$), Organization ($MD = 1.58$) and Style & Expression ($MD = 1.52$) than in Grammar ($MD = 0.55$) and Mechanics ($MD = 0.57$). This is also validated by students' self-reports in the survey. Students reported that the WwI program improved Content, Style & Expression and Organisation better respectively.

Student essay rating scores and student self-reports revealed the quantity of potential improvement the WwI program had on students' EFL writing development. To explore the quality of this improvement, I analysed interview data with a deductive approach and identified three themes for Content, Organization and Style & Expression domains.

Table 11

Domains and Themes

| Domains | Content | Organisation | Style & Expression |
|----------------|--|---------------------|--|
| <i>Themes</i> | Formulating the thesis statement and supporting it | Unity and coherence | Vocabulary variety and rhetorical understanding of words |

Theme 1 - Formulating the thesis statement and supporting it: Almost all participants highlighted that reading through the sources and referencing significantly contributed to formulating a thesis statement in the introduction paragraph and supporting them in the body paragraphs. It appeared that annotation was a useful technique in this process. Students reported that annotating sources helped them see the diverging and converging ideas about the topic. In this way, they formulated stronger thesis statements and supported them in the body paragraphs by referring to the sources they annotated. By citing sources, students provided evidence to support their arguments. Forming a thesis statement and supporting it is considered to be a big challenge for novice EFL writers in argumentative writing (Miller and Pessoa, 2016). As outlined by students in the interviews and validated by essay rating scores, the consideration of referring to sources and doing it appropriately helped students develop better thesis statements and support them, which contributed to the content quality of the written product. A deeper investigation of student papers showed that

early papers suffered from a lack of thesis statement. The first examples of thesis statements they developed were weak statements which were not debatable, assertive or reasonable. However, in time, they learned to develop strong thesis statements. Table X shows the comparison of the introduction paragraph from a student’s pre and post essay.

Table 12

Introduction Paragraph of a Student from a Pre and a Post Essay

| Pre-test Essay Introduction | Post-test Essay Introduction |
|---|--|
| Lately, a large percentage of people are becoming vegan. The internet is full of false informations about how veganism is better for your health, the world, and animals. In this essay, you are going to realize that you should not become vegan. | Homework is one of the main elements of education. Most of the people think homework increases the success in tests. This is the reason why children do homework from kindergarten to twelfth grade. Even though people see homework as a hero for their children about success, studies show that homework does not affect children’s success directly (Kohn, 2012). Moreover, homework causes different problems in students’ lives. |

In this (like many others) example, the pre-test introduction is not engaging and relies on the subjective and direct claims of the student. The rhetorical choices of the student (i.e the imperative language in “you are going to realize”) in the thesis statement can be perceived as a challenge to the reader. However, the post-test introduction presents a better logical flow starting with establishing the territory and continuing with the problem related to the topic. This time, the student presents her position by referring to Kohn’s study, making her claim evidence-based. The student deliberately uses the word ‘directly’ suggesting that there are different factors to consider about the homework-success relationship which would be presented in the body paragraphs.

Theme 2 – Unity and coherence: One problem that students reported experiencing before the WwI program was that they had difficulties in organising the flow of the paper and presenting the arguments in a logical order. This problem was obvious in pre-test essays.

Most pre-test essays suffered from a lack of unity and coherence. Students had problem with connecting paragraphs in a logical order and establishing clear transition between paragraphs. They reported that paraphrasing and summarising helped them organise the flow of the paper. Once formulating the thesis statement and supporting statements, students discussed their arguments by paraphrasing the sources and making commentary or making a counter argument vs argument comparison. Summarising was a useful technique they reported to have employed in the conclusion part. The students mainly followed a five-paragraph scheme which includes the introduction, three body paragraphs and the conclusion.

Theme 3 - Vocabulary variety and rhetorical understanding of words: All students reported that there had been a significant improvement in the vocabulary variety they used. During reading through the sources, they could see the contextual use of relevant vocabulary and used them in their essays. They gained an understanding of the rhetorical use of the words, especially the verbs for citing sources. A closer look at the verbs they used for citing sources indicated a qualitative and quantitative improvement.



Figure 9. *The Number of Verbs for Citing Sources Used by Students Per Paper*

The number and the variety of the verbs for citing sources used by students gradually increased. In the first three papers, I observed that students mainly used verbs such as “say, tell, show, according to, claim etc.” for citing sources (please see Attachment 2 for the full

verb list). However, through the sixth paper and on, students started to use more academic words such as “maintain, point out, indicate, assert, emphasise, advocate etc.” Also, they gained a rhetorical understanding of the reporting verbs and used them accordingly. One student commented that

In the beginning, I was not careful enough about my vocabulary choices but after I started citing sources, I started to think about how to convey meaning more appropriately by choosing correct reporting verbs. For example, in one of the essays, I wrote “PETA implies that...” but then I thought PETA is an animal rights activist group, I need a stronger verb here and I changed it to “PETA asserts that”. I learned how to choose the correct vocabulary according to whom I cite.

Students also reported that they experienced a shift from using informal to formal and academic vocabulary. This shift directly contributed to the Style & Expression domain. The content analysis of the essays showed that students tended to use more academic words starting from the fifth week. Paraphrasing sources also helped students to increase vocabulary variety because when paraphrasing source texts, they benefited from synonyms replacement. Therefore, paraphrasing skills contributed to vocabulary variety in essays.

4.6. Discussion

For the last couple of decades, academic integrity has been approached from an educative perspective, and it has been situated as a teaching and learning issue (Morris, 2016a) rather than an issue of penalising “immoral” students. This approach difference becomes more evident when it comes to plagiarism. The issue of plagiarism has been characterised by two mainstream approaches: those who see it as a transgression and those who see it as a developmental issue (Pecorari and Petrić, 2014). Especially in the L2 context, the latter is more embraced. The concept of rhetorical intertextuality proposed by Howard and Jamieson (2021), along with mechanical and ethical intertextuality, brings a new perspective to mitigating plagiarism in L2 contexts.

In the first research question, this study attempted to explore if adopting an educative approach help mitigate plagiarism cases in EFL classes. With the Writing with Integrity program, I aimed to develop students’ mechanical, ethical and rhetorical intertextuality skills. I observed intentional and unintentional plagiarism cases in the first and second

papers. The plagiarism cases were mainly patchwriting. However, I did not use accusatory language when discussing plagiarism cases in feedback sessions. We tried to explore why it was plagiarism and how we could overcome it. Starting from the third paper, plagiarism cases sharply decreased. As Jamieson and Howard (2019) suggest, patchwriting should be seen as an instance of bad writing which can be remedied by pedagogical approaches. The study of Howard et al. (2010) also shows that when students do not engage in the sources rhetorically they are likely to plagiarise or patchwrite more. Howard et al. (2010) maintain that when students focus more on mechanical intertextuality, they just search for “good sentences” to borrow and use in their papers. Such a practice limits students’ engagement with the source texts and leads to plagiarism. In this study, I addressed mechanical intertextuality in the teaching sessions and worked on rhetorical intertextuality in feedback sessions. It can be asserted that writing instruction characterised around mechanical, ethical and rhetorical intertextuality is likely to mitigate plagiarism cases in EFL settings.

It was also essential to see the effect of this writing instruction on students’ EFL writing development. Both essay rating scores and students’ self-reports indicated that they improved in terms of Content, Organisation and Style & Expression. Howard and Jamieson (2021) argue that building a web of meaning is at the heart of academic writing. In our case, students engaged in the sources and built a web of meaning through annotating the sources. In feedback sessions, we worked on improving their decision-making process on whom to quote and how to quote. Students’ engagement with the sources and feedback sessions helped them improve the content of their essays by formulating strong thesis statements and supporting them with evidence. This engagement enabled them to see the ideas and arguments surrounding the essay topic. Feedback sessions also played a significant role since giving feedback on plagiarism incidents leverages teaching moments (Hyland, 2001), and we benefited a lot from these moments to improve the rhetorical intertextuality skills of students.

WwI program also contributed to the organisation of student papers by improving unity and coherence. Bae and Lee (2012) assert that unity and coherence are representative of “thinking” in L2 writing. It can be argued that the more students engage in sources, the more coherent texts they can produce. As students reported in the interviews, before the WwI program, they experienced problems with the organisation of the text and presenting the flow of arguments in a logical order. This is mainly due to the fact that earlier writing experiences

of students were not source-based, and intertextuality was not the case. As criticised by Hirvela and Du (2013), in L2 classes, students are generally given a broad topic and expected to write a coherent text without consulting sources. Students' previous experiences mainly included such writing tasks. With the WwI program, students developed intertextual analysis skills, and this led to the presentation of arguments in sources in combination with their own arguments in a logical order. While doing this, they reported to have benefited much from paraphrasing, summarising and quoting, which promote inferential thinking (Shi, 2012).

Significant improvement was observed in the Style & Expression domain. Jamieson (2013) states that a lack of critical reading and thinking skills prevents students from engaging with the source texts. Horning (2011) maintains that meta-reading skills contribute to the knowledge of specialised vocabulary. Therefore, critical reading and meta-reading skills employed during engagement with source texts improve vocabulary variety and accordingly contribute to the expression quality in student papers. In this study, students demonstrated a significant qualitative and quantitative improvement in their vocabulary variety, especially in terms of verbs used for citing sources. In their analysis of reporting verbs used in academic papers, Thompson and Yiyun (1991) propose three categories as verbs denoting the author's stance, writer's stance and writer's interpretation. In the earlier papers, students used limited reporting verbs that denote only the author's stance, and in several cases, the use of verbs was unconscious, which is natural for L2 learners (Pecorari, 2008). However, through the last papers, they used reporting verbs denoting their stance, with very few reporting verbs in the writer's interpretation category. The interview data also show that the variety and quality of the vocabulary students used in their papers improved due to their engagement with source texts. Also, they reported that the increase in the variety and quality of vocabulary made them feel like "writing" and motivated them to write.

4.7. Conclusion

In the broader sense, academic integrity has experienced a sharp transformation from "how do we stop students from cheating?" to "how do we ensure students are learning?" (Bertram Gallant, 2008, p. 112). The latter notion situated academic integrity as a teaching and learning issue (Morris, 2016a) around the fundamental values of academic integrity (honesty, trust, fairness, respect, responsibility and courage) proposed by the International

Center for Academic Integrity (ICAI, 2021). However, Howard and Jamieson (2021) argue that this ethical approach framed by ICAI falls short in addressing the teaching of mechanical and rhetorical intertextuality. Accordingly, they propose a writing pedagogy characterised around rhetorical intertextuality by focusing on the preparedness of the writer rather than the ethics of the writer (Jamieson, 2018). It is critical to achieving this at the early stages of writing education because deficiencies in the understanding of plagiarism, or intertextual writing, lead to flawed writing habits and are carried to later stages of education (Bruton and Childers, 2016). With this in mind, this study investigated the effect of the Writing with Integrity program, which adopts a writing pedagogy that strives to teach mechanical, ethical and rhetorical intertextuality to high school EFL students.

Learning intertextual writing requires a long time (Li and Casanave, 2012), and at the early stages, a limited form of intertextuality is expected from novice writers (Jamieson, 2018). Scardamalia and Bereiter (1987) define this process as a journey from ‘knowledge telling’, where novice writers plainly present the information in the sources, to ‘knowledge transforming’, which refers to actively engaging with the source texts and distilling arguments from others’ ideas. Cumming et al., (2016) propose three main steps for this writing instruction: teaching how to analyse sources, distil knowledge from sources and creating opportunities to practice. Cooney et al. (2018) add a fourth step to this sequence as giving constructive feedback. In our case, students demonstrated a performance from being knowledge tellers to knowledge transformers. However, as novice writers, their intertextuality performance was limited. Yet, they managed to abandon patchwriting quickly. Feedback sessions proved effective in teaching rhetorical intertextuality and mitigating plagiarism.

It is well established and also validated by this study that patchwriting in the L2 context is a developmental issue, not a transgression. Therefore, as Li and Casanave (2012) suggest, teachers in EFL classes should put too much effort into designing assignments, monitor the students through the process of completing the assignment and be more forgiving and supportive of patchwriting. Pecorari (2003b) adds that when the necessary support is given, today’s patchwriters are likely to be tomorrow’s competent academic writers. A writing instruction pedagogy around mechanical, ethical and rhetorical intertextuality not only helps mitigate plagiarism cases but also contribute the L2 writing development of students. This writing pedagogy is likely to help learners produce coherent

texts by appropriately blending others' ideas with their own arguments and presenting them in a logical order with an appealing Style & Expression. In this way, they feel like “authors” and they are more motivated to write. It can be asserted that this writing instruction pedagogy promise sustainable improvements for EFL learners.



CHAPTER 5 – GENERAL SUMMARY AND CONCLUSION

5.1. Summary and Conclusion

Integrity has always been a virtue that governed my personal and professional life and I have been an advocator of fundamental values of academic integrity in my teaching career. However, my involvement with academic integrity research began when I met with my supervisor Dr. Salim Razi who has been a pioneering academic integrity researcher in Türkiye. When he first suggested that I study academic integrity in my doctoral dissertation, I accepted without hesitation because I was looking for a research topic for which I could be passionate. Academic integrity was a perfect fit for this. Before deciding on my dissertation topic, with my supervisor's guidance, I was involved in the activities, events and working groups of the European Network for Academic Integrity (ENAI). I met with outstanding people and benefited much from their knowledge and expertise. My intensive interaction with the ENAI community expanded my knowledge and horizon. In the meantime, my understanding of and expectation from a dissertation started to evolve. Roberts' (2010) book (*The dissertation journey: a practical and comprehensive guide to planning, writing, and defending your dissertation*) laid the ground for the dissertation I want to pursue. In her book, she observed that

“Completing a dissertation changes your life. I discovered that my primary reward was not so much the exhilaration of standing on top of the mountain at journey's end, but rather who I became as a result of the climb. Only by taking yourself to the limit can you know what you're made of. “It is not the mountain we conquer, but ourselves” (Sir Edmund Hillary, one of the first men to reach the summit of Mount Everest)” (Roberts, 2010, p. xiv).

In my country, and probably in most places, “the best dissertation is a finished dissertation” approach is widely accepted. I have seen or heard many colleagues embracing this approach which posits the idea of finishing the dissertation as quickly as possible without pursuing perfection. However, inspired by Roberts, two tendencies governed my decision-making process in the design of my dissertation. First, I wanted to conquer myself by pushing my limits and second, I strived to produce useful outputs and outcomes rather than presenting just statistically significant results, which would be lost in journal papers. From this point of

view, I invested much time and effort in this dissertation. Maybe, numbers can help me at his point. It took two years to complete this study. I interacted with more than 100 people during the research process. I visited the research site 59 times, and I drove for more than 1,200km between my home and the research site. I am not even mentioning the thousands of texts read, hundreds of pages written, countless sleepless nights, missed opportunities, and physical, mental and emotional breakdowns. Referring back to the mountain climbing analogy of Roberts, when I reached the peak and looked back from where I had come there, I saw a huge difference between me at the peak and me at the foot of the mountain in terms of understanding research in general and academic integrity in particular. Therefore, for me, the best dissertation is the one which ultimately lets you conquer yourself.

I designed my dissertation as a collection of three studies: a preliminary study, a main study and a follow-up study. I purposefully chose a high school as the research site for two reasons. First, I wanted to get to the root of the problem. My ten years of teaching experience in higher education showed me that students come to higher education institutions with a lack of understanding of academic integrity. Therefore, I believe that academic integrity research at the K12 level would produce more far-reaching consequences. Second, I have substantial teaching experience at the K12 level. I worked as an EFL teacher at the K12 level for four years, and I am quite familiar with the dynamics of a K12 school. In this respect, I hypothesised that my background knowledge of academic integrity and teaching experience at the K12 level would serve as an appropriate combination to get to the root of the problem with this dissertation.

For the main study, I attempted to initiate and monitor the process of creating a culture of academic integrity at a high school in Türkiye and document facilitators and barriers of this process. However, as outlined in several places elsewhere in this paper, it is well-established that developing and implementing an academic integrity policy is at the core of creating a culture. Therefore, I developed a multipronged academic integrity policy writing tool for secondary schools for the preliminary study. The purpose of developing the tool was threefold. First, I aimed to gain a deeper understanding of what makes an academic integrity policy by examining current high school academic integrity policies. Second, the tool would be used by schoolteachers at the research site to develop their policy, and the tool would also serve as in-service training on academic integrity. Third, I wanted to open the tool for the use of a wider audience after piloting at the research site. For the main study, I

adopted Stephens' (2016) Multilevel Intervention Model, which comprises School-Wide Education, Context-Specific Prevention and where needed, Individual Remediation. For Context Specific Prevention, I developed and implemented a Writing with Integrity program for EFL learners at the school, and this constituted the follow-up study.

Developing a multipronged academic integrity policy writing tool took almost one year. Research on academic integrity policies at the K12 level was quite limited. Therefore, I reviewed higher education academic integrity policy literature first with an aim to understand what an academic integrity policy is, what makes a policy and the historical evolution of academic integrity policies. After framing academic integrity policies in the higher education context, I investigated policy research in the K12 context and explored the differences in policy perspectives in higher education and K12. The next step was creating a K12 academic integrity policy corpus for analysis. I collected 79 academic integrity policies from different countries. Having collected the policies, I employed inductive thematic analysis technique to identify the themes in academic integrity policies. I used MAXQDA software for analysis. The initial thematic analysis yielded 39 codes and 151 subcodes. Three academic integrity experts from European Network for Academic Integrity kindly helped me to translate the codes into themes. We completed the process in two rounds, and in the end, we identified 14 themes and 31 sub-themes, constituting the sections of a K12 academic integrity policy. Then, I conducted a deductive thematic analysis based on the themes and sub-themes we had identified. In the deductive thematic analysis, I documented how each theme was depicted in the policies and took sample extracts. Finally, based on the deductive thematic analysis results, I wrote instructions for policymakers on how to write each section in the policy. After completing the analysis section, I contracted with a web developer to create an online academic integrity policy writing tool. We designed the tool in a way that allows users to develop their academic integrity policies step by step. Each section in the tool offers detailed instructions on how to write a particular section and sample extracts taken from open-access academic integrity policies of K12 schools. We also included useful phrases for each section that users can benefit from while writing. The tool allows users to create and download the printable PDF version of the policy.

The purpose of the main study was to provide a detailed description of the process of creating a culture of academic integrity and reveal facilitators and barriers of the process. To guide us through the process, we followed Stephens' (2016) Multilevel Intervention Model

and implemented a School-Wide Education program. In terms of academic integrity policy and procedures, the school was at the “primitive stage”, which ICAI (as cited in Stephens, 2016) describes as having no policy or procedures regarding academic integrity, and there is a great variation in the handling of academic misconduct. Therefore, our main priority was raising positive awareness on academic integrity rather than focusing on academic misconduct to avoid a negative first impression on the school community. Many studies concurred that creating a culture of academic integrity requires a multistakeholder approach (Kenny and Eaton, 2022). Therefore, we adopted the premises of the community-based participatory approach, which involves a partnership between academic and community organizations (Coughlin et al., 2017b). In this way, school administration, teachers and students were actively engaged in the process. We conducted various activities throughout the year from seminars to competitions, to help the school community establish a positive understanding of the academic integrity concept. At the end of the term, I conducted individual and focus group interviews with the members of the school community and analysed the interview data to identify facilitators and barriers of the process. The analysis yielded five facilitators (1) creating buy-in, (2) administrative embracement and support, (3) activities that promote student involvement, (4) external expert and school collaboration as praxis and (5) policy as the blueprint) and five barriers ((1) deficiencies in responding academic misconduct, (2) prioritization of academic success over academic integrity, (3) teacher resistance against change, (4) exam-based assessment design and (5) timing of the activities).

In the follow-up study, we focused on the Context-Specific Prevention level of Stephens’ (2016) Multilevel Intervention Model and administered a Writing with Integrity program to the EFL learners at the school. The program aimed to develop students’ mechanical, ethical and rhetorical intertextuality skills and mitigate plagiarism cases accordingly. Also, we wanted to explore the effect of this writing instruction pedagogy on the writing development of EFL learners. The program is administered to the AP (Advanced Placement) class students ($N = 19$). Students wrote ten essays through the process ($N = 119$). I first analysed plagiarism incidents in student papers. Students made plagiarism in the beginning, which was mainly due to patchwriting. In feedback sessions, we benefited from rhetorical intertextuality to avoid plagiarism. Then, I rated the essays based on the adjusted version (by Şahan, 2019) of Han’s (2013) analytic scoring scale, which has five domains (Grammar, Content, Organization, Mechanics, Style and Expression) and five performance

indicators for each domain. The rating scores indicated an improvement in Content, Organization and Style and Expression domains. I also conducted interviews to have a deeper understanding of the quality of this improvement in these domains. Interview data revealed that a writing instruction pedagogy characterized by teaching mechanical, ethical and rhetorical intertextuality skills helps mitigate plagiarism in student papers, allow students develop a strong thesis statement and support it in the body paragraphs, produce coherent texts and demonstrate a rhetorical understanding of effective vocabulary use.

McCabe et al. (2012) propose six reasons why we should care about academic integrity:

(1) integrity is the cornerstone of academia, (2) cheating is widespread and on the rise, (3) the college years are a critical period for ethical development, (4) college students face significant pressures to cheat, (5) students are being taught that cheating is acceptable, and (6) today's college students represent tomorrow's leaders (McCabe et al., 2012, p. 3).

It would not be wrong to claim that investing in academic integrity is investing for a bright and rosy future. However, as outlined several times, this is not an easy task to achieve (Bertram Gallant and Drinan, 2006) because there are many pathways to academic dishonesty but one pathway to academic integrity (Stephens and Wangaard, 2016). This pathway requires intensive time and effort from all stakeholders of educational institutions by leveraging a teaching and learning approach (Bertram Gallant, 2017b) rather than framing academic integrity as a rule-compliance issue (Paine, 1994). This can be best achieved with accumulated experience informed by best practices. To the best of my knowledge, this study is the first attempt to create a culture of academic integrity in the K12 context in Türkiye. In this respect, my primary aim in this study was to present a thick description of the process and reveal the facilitators and barriers of creating a culture of academic integrity to encourage K12 schools in Türkiye to take a step toward an academic integrity culture. I hope that academic integrity will be central to teaching, learning and research in Türkiye.

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APPENDICES
APPENDIX 1
ACADEMIC INTEGRITY POLICY

[Blinded] Anatolian High School

School Logo Blinded

Academic Integrity Policy

Effective Date: 2021 - 2024

[Blinded] Anatolian High School Academic Integrity Policy

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Chapter 1

Introduction

About us

On February 9, 1987, our school, which began with 73 pupils in 1984, relocated to its main building, which was financed by the philanthropist [Blinded], Turkey. Our school was built on a 30,000 m2 plot of land on the 8th kilometer of the [Blinded] road. On our campus, we have education and training facilities, a conference center, a gym, a café, a canteen, and recreational spaces.

Our school is one of the respected schools in Turkey where the 1+4 year education system is implemented. Our students who have won our school and enrolled in our preparatory class are given 20 hours of English and 4 hours of German education per week. With an intensive language teaching program, we aim that our students become proficient in the two languages offered. Having an excellent foreign language education at an early age enables our students to be one step ahead of their peers during their university years and professional life and offers them different career opportunities. Our students who complete the preparatory education receive a 4-year academic education that will prepare them for the university exam, and as a result of this quality education, they are placed in leading universities.

Being aware of the fact that [Blinded] students will be individuals who leave a mark in society and make a difference, all opportunities are provided for our students to take part in scientific, social, cultural, and sports activities in addition to 5-year academic education so that they can have the qualifications sought in today's business life. There are student clubs in our school where our students are actively involved. Within these clubs, theater activities, music studies, sports activities, magazine studies are carried out. Our students have achieved significant success in national and international projects. In addition, various trips abroad are organized every year so that our students can get to know different cultures and use their foreign languages actively. Thanks to these activities, we aim to raise individuals who have high self-

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confidence, express themselves, have high communication skills, use a foreign language effectively, and take firm steps towards the future.

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Our Vision Statement

To improve our students' foreign language skills, to prepare them for higher education based on their abilities and particular interests, and to enable them to successfully apply the foreign language they have acquired in higher education and throughout their lives.

Individualizing instructional procedures as much as possible, focusing on the student, and cultivating leadership skills.

To be a school that sets an example and leads other schools in our country in the process of Total Quality Management practices as an educational institution.

Our Mission Statement

We envisage being an institution in our country, which is in the process of integration with the European Community that:

is committed to Kemalist thought, is democratic, participatory, cooperative and compatible with the globalizing world,

uses all the opportunities of the technological structure in the teaching processes,

enables students to be proficient in at least one foreign language.

Chapter 2

Statement of Philosophy

As [Blinded]Anatolian High School, our ultimate goal is to bring successful and honest individuals to society. For this, we do not only focus on the academic success of our students but also work for them to build their academic success on the principles of academic integrity. In line with this goal, we value academic integrity in our school, and we believe in the necessity of an institutional culture of academic integrity. In order to achieve this, we carry out activities to increase our students' awareness of academic integrity throughout the year. Academic integrity breaches are not tolerated since they impede our students' academic and moral growth.

All stakeholders, including administrators, teachers, students and parents, have responsibilities in creating a culture of academic integrity in our school. The responsibilities of each stakeholder are detailed in section 6 of our policy. However, the main expectation from our students, is to submit their own products in all kinds of academic works (homework, exam, test, quiz, project, etc.), to give the references of their citations correctly, to avoid all kinds of academic integrity violations and to contribute to the maintenance of the academic integrity culture in our school.

The purpose of the Policy

As [Blinded] Anatolian High School, we believe in the importance of academic integrity, and we strive to create a culture of academic integrity throughout our school. We believe that achieving this will be possible with an academic integrity policy. In this respect, our academic integrity policy forms the basis of the academic integrity culture in our school and serves as a roadmap. The main purpose of our policy is to increase the academic success of our students based on academic integrity principles and to bring successful and honest individuals to society. In addition, thanks to our academic integrity policy, we aim that our students learn to take their own responsibilities in all kinds of academic works, internalize what academic

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integrity is, know what academic integrity violations are, and avoid them. Our academic integrity policy, we hope, will assist not only our students, but also our administrators, teachers, and parents in carrying out their tasks and obligations in accordance with academic integrity principles.

The Development Process of the Policy

[Blinded] Anatolian High School Academic Integrity Policy was developed using the "Academic Integrity Policy Writing Tool (academicintegritypolicy.com)". The draft text of our policy was created by a commission of 3 members consisting of our schoolteachers and then presented to the administrators and teachers for review.

The Scope of the Policy

Our Academic Integrity Policy is binding on all stakeholders of our school (administrators, teachers, students, and parents), and policy provisions cover all kinds of written and oral exams, tests, quizzes, and assignments held within our school.

Access to Policy

Our Academic Integrity Policy is a public document. Anyone who wants to access our policy can access it via our official website [Blinded]. In addition, a hard copy of our policy is added to the registration files of our students who enrol in our school at the beginning of each year. Also, our policy can be accessed from official social media accounts (Instagram: [Blinded]).

Chapter 3

Definitions

Academic Integrity

Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship (ENAI, 2018).

Academic Integrity Policy

The document that serves as a roadmap for establishing and maintaining a culture of academic integrity in our school.

Academic Misconduct

Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society (ENAI, 2018).

Plagiarism

Presenting work/ideas taken from other sources without proper acknowledgement (ENAI, 2018).

Restorative Justice Process

Restorative Justice is a process intended to achieve two goals: genuine learning that leads to a change in behaviour, and restoration for the wrongs done to individuals and the community affected by the individual's actions. (Los Altos High School).

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Violation

Breach of good practice occurring from questionable, unlawful or unethical behaviours (ENAI, 2018).

Sanction

Penalty for violations of academic integrity as determined by the academic integrity council and specified in the policy.

Academic Integrity Council

The unit responsible for the effective and efficient implementation of the academic integrity policy in our school.

Chapter 4

Academic Integrity Education

At [Blinded], we believe that academic integrity is not just about imposing sanctions against violations, but that academic integrity is school culture. In this respect, we adopt an educationbased approach to academic integrity, not a punitive approach. Throughout the year, we organize regular events to increase the awareness of the academic integrity of all our stakeholders and provide training to students on how to increase their academic success on the basis of integrity. The aims of the academic integrity education we have planned in our school are as follows:

- * To increase the awareness of the academic integrity of our administrators, teachers, students, and parents.
- * Informing the school administration and teachers on how to implement the academic integrity policy.
- * To ensure that our teachers design their lessons, assignments, and exams by considering academic integrity.
- * To ensure that our students learn how to cite and reference correctly.
- * To enable our students and teachers to learn how to use text similarity detection tools in assignments.

In line with these purposes, the following activities are carried out in our school for academic integrity education:

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- During the registration week, an information brochure about academic integrity is added to the registration files of the students.
- Academic integrity policy is introduced to the school administration and teachers during the seminar period, and revisions are made by taking their opinions.
- Academic integrity policy is introduced to the students in the first week of the semester and revisions are made by taking their opinions.
- Posters to raise awareness of academic integrity are regularly posted on school boards.
- Students and teachers are trained on how to use text similarity detection programs to be used in homework.
- Students and teachers are trained on academic integrity violations and ways to avoid them.
- Students are trained on how to cite and reference correctly.
- Training is given to teachers on how they can design lessons, assignments and exams by taking academic integrity into account.
- Training is given to school management and teachers on how to proceed against suspicious situations that violate academic integrity.
- Academic integrity is added to the "values education" program given at school.

Chapter 5

Academic Integrity Council

The Academic Integrity Council is the unit responsible for establishing and maintaining a culture of academic integrity at our school. The council consists of members representing all stakeholders, including administrators, teachers, students and parents. The council's natural members are the school principle, vice principal, guidance counselor, and external auditor. Other members of the council are the school's discipline and honor board members. Council members and their responsibilities are as follows:

President: The person who chairs the council. Responsible for establishing and maintaining academic integrity in the school. S/he chairs the meetings and manages the decision-making process.

Vice President: Assists the president in the decision-making process. In the absence of the president, s/he assumes the responsibilities of the president as the deputy.

Member: Attends meetings. Executes the President's directives and obligations. Student Representative: Attends meetings. Executes the President's directives and obligations.

Parent Representative: Attends meetings. Executes the President's directives and obligations.

External Auditor: Attends meetings. Supervises the council's operations. Makes suggestions to the President on how to run the Council more efficiently.

The Council meets twice in an academic year, at the beginning of each academic term. Apart from this, it meets extraordinarily in cases where the council requires to take a decision. Before each meeting, the meeting agenda is prepared by the President or Vice president and notified to the council members. At the end of the meeting, meeting minutes are written and

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filed regarding the issues discussed. Council elections are held every three (3) years. The person who receives the most votes among the teachers is elected as the president. The president elects the vice president. Members consist of teachers elected to the honor board and the disciplinary board. Members are elected annually. The school administration and the president choose the external auditor, student, and parent representative.

Academic Integrity Council

| Name | School Role | Council Role |
|-----------|--|------------------------|
| [Blinded] | Principal | President |
| [Blinded] | Vice Principal | Vice President |
| [Blinded] | Vice Principal | Vice President |
| [Blinded] | Guidance Counselor | Advisor |
| [Blinded] | Guidance Counselor | Advisor |
| [Blinded] | Literature Teacher | Member |
| [Blinded] | History Teacher | Member |
| [Blinded] | English Teacher | Member |
| [Blinded] | English Teacher | Member |
| [Blinded] | English Teacher | Member |
| [Blinded] | English Teacher | Member |
| [Blinded] | Lecturer at Balkesir University | External Auditor |
| | Student Representative | Student Representative |
| | The Head of Parent-Teacher Association | Parent Representative |

Chapter 6

Roles and Responsibilities

Administrator Responsibilities

- To help establish and maintain a culture of academic integrity throughout the school.
- Collaborating with teachers in the decision-making process.
- To create a school environment that emphasizes academic integrity.
- Providing guidance to instructors and students on how to apply the academic integrity policy.
- Ensuring that the academic integrity policy is effectively implemented.
- Ensuring that the academic integrity policy is revised at specified intervals.
- Making sure the academic integrity policy is accessible to everyone.
- Investigating academic integrity violations and activating the academic integrity council. To design and organize trainings on academic integrity.

Teacher Responsibilities

- To report a breach of academic integrity to the relevant person along with the evidence.
 - To help establish and maintain a culture of academic integrity throughout the school.
- To clearly state (oral and written) expectations from students about academic integrity in homework and exams.
- Contacting a student's parent when faced with an academic integrity violation.
 - To create a learning environment that emphasizes academic integrity.
 - To introduce the academic integrity policy to students and ensure that they comply.
 - Guiding students on how to cite and reference correctly.
 - To be a role model for students in the implementation of academic integrity.
 - Including different assessment methods and techniques that will prevent violations of

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Student Responsibilities

- Asking the teacher when there is something unclear in the homework instructions.
- Avoiding any behavior that may violate academic integrity.
- Not to go beyond the framework drawn in the academic integrity policy.
- Submitting assignments before the deadline.
- To support the school's culture of academic integrity by behaving appropriately.
- Giving references by making citations properly.
- Notifying the relevant people when there are situations that violate academic integrity.
- Not getting help from people other than those allowed in assignments.
- To know the sanctions to be applied for violations of academic integrity.
- Attend all classes regularly and on time. Not sharing homework with others.

Parent Responsibilities

- To support the culture of academic integrity in the school.
- To cooperate with the school administration in cases where the students violate academic integrity.
- To ensure that the student complies with the academic integrity policy.
- Making sure that the student attends classes regularly and on time.
- Read, understand and accept the academic integrity policy.
- To be in constant communication with the school administration.
- To be a role model for students by giving importance to academic integrity.
- To share any concerns about academic integrity with the school administration.
- To support the school administration in the implementation of the academic integrity policy.

Support Staff Responsibilities

- To print and reproduce the exams to be held at the school.
- To ensure the security of exam questions.
- To organize the operation of the exams in accordance with academic integrity.
- To irreversibly destroy misprinted or overprinted exam questions.
- To support the school's culture of academic integrity.

Chapter 7

Investigation Procedure

At [Blinded] Anatolian High School, we meticulously investigate the violations of academic integrity that occur in our school and decide on the sanctions to be applied against the violations. Since we believe that each case should be evaluated on its own merit, we evaluate each suspicious case by examining it in itself. The Academic Integrity Council is the unit responsible for investigating and deciding on a suspected violation at our school. The Council investigates suspected cases according to the case reporting and investigation protocols set forth in our policy.

Case Reporting Protocol

When a suspected violation of academic integrity is detected in our school, the teacher or person who suspects the violation reports the violation by following the steps below.

- 1) The teacher who detects a suspicious case sends it to the Academic Integrity Council by filling in the attached (Annex-1) Case Reporting Form and attaching the evidence if any.
- 2) The president of the council examines the application and informs the school administration about the case.
- 3) If the teacher presents evidence, the president of the council ensures the protection of the material until the inquiry is concluded.
- 4) The investigation process is initiated with a team consisting of the council president, the guidance teacher, and an academic integrity council member selected by the council president.

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Investigation Protocol

The academic integrity council manages the investigation process by following the steps below. Confidentiality of the investigation process is essential. The information of the persons involved in the investigation process and the content of the investigation are not shared with third parties.

- 1) A meeting is planned by contacting the student's parent and informing the parent about the case.
- 2) The guidance teacher and the commission member in the inquiry team take the relevant student's oral or written defense. In the case of the oral defence, interview minutes are prepared and signed by the student.
- 3) In order to evaluate the violation, a meeting is held by the president of the commission within 1 (one) week from the time the application for violation is made. All members of the Academic Integrity Council are present at the meeting.
- 4) The petition of the teacher who applied for the violation, the student's defence and the evidence, if any, are evaluated. Then, the sanction that is appropriate among the sanctions specified in the 8th section of our school's Academic Integrity Policy is applied to the student who is found to have violated academic integrity. If no violation is detected, no sanctions will be applied.
- 5) The decision taken is communicated verbally and in writing to the student's parents and students with a report.
- 6) The student who requests the re-evaluation of the decision can file an appeal.

Chapter 8

Violations and Sanctions

| Level 1 Sanctions | Level 2 Sanctions | Level 3 Sanctions |
|---|---|--|
| <ul style="list-style-type: none"> • The student re-do the homework • Academic Integrity Agreement is signed between the student and his/her family • The student apologizes verbally and in writing to the teacher. • The student's grade is reduced by 10 (ten) points. | <ul style="list-style-type: none"> • All teachers of the student are notified of the violation • The student is removed from the honor boards of which s/he is a member of The student's family is informed • Parents will be called to school for a conference • The student is removed from all presiding positions at the school • A written warning is given to the student. <p>The student is referred to the school disciplinary committee.</p> <ul style="list-style-type: none"> • The student's grade is reduced by 15 (fifteen) points. | <ul style="list-style-type: none"> • The student is not given a reference letter by the teachers • The student is not included in extracurricular activities • The student is given 0 (zero) as homework grade and no make-up exams are made • The student cannot attend any award ceremony, including the graduation ceremony. • The student will not be eligible for valedictorian in their senior year • The student is referred to the school disciplinary committee. • Adapting to the school culture behavior grade is reduced by one point. • Adherence to common values behavior grade is reduced by one point. • The student is not given a certificate of honor. • The student's grade is reduced by 20 (twenty) points. |

[Blinded] Anatolian High School Academic Integrity Policy

| Violation Type | Situation | Sanction Level | |
|--|--|----------------|--------------|
| | | 1st Offence | 2nd+ Offence |
| Unexcused absence | Using unexcused absence not to turn in work | Level 111 | Level 2 |
| Collusion | Allowing one's work to be copied or submitted for assessment by another | Level 2 | Level 3 |
| Collusion | Helping or getting help from another person to complete an assignment without permission from the teacher | Level 2 | Level 3 |
| Computer-Electronic Communication Misuse | Using electronic devices or other technological products other than permitted | Level 111 | Level 2 |
| Computer-Electronic Communication Misuse | Deliberately disrupting the operation of school technological systems | Level 2 | Level 3 |
| Computer-Electronic Communication Misuse | Using online translation tools other than words and phrases | Level 111 | Level 2 |
| Contract Cheating (Proxy Work) | Using a third party to assist in producing work, whether or not payment or favour is involved | Level 3 | Level 3 |
| Copying | Taking another student's homework with or without notice and submitting it as one's own | Level 2 | Level 3 |
| Copying | Sharing an assignment with others which is supposed to be completed individually | Level 111 | Level 2 |
| Denying Others Access to Material or Information | Denying other students' access to educational resources or intentionally hindering another student's advancement | Level 2 | Level 3 |
| Denying Others Access to Material or Information | Giving false and misleading information to other students | Level 2 | Level 3 |
| Denying Others Access to Material or Information | Not returning the materials in the library, deforming them and making them out of use | Level 2 | Level 3 |
| Denying Others Access to Material or Information | Making changes on computer files belonging to someone else | Level 2 | Level 3 |
| Duplication | Submitting all or part of an assignment in the same way for another assignment | Level 2 | Level 3 |
| Duplication | Submitting a previous assignment as a new assignment by making minor changes | Level 2 | Level 3 |
| Exam Session Violations | Communicating with other students during the exam | Level 2 | Level 2 |
| Exam Session Violations | Bringing materials other than permitted into the exam room | Level 2 | Level 3 |
| Exam Session Violations | Asking questions during the exam in an unfair way | Level 2 | Level 3 |
| Exam Session Violations | Trying to view the exam questions before the exam without the teacher's permission | Level 3 | Level 3 |
| Exam Session Violations | Helping other students during the exam | Level 2 | Level 3 |
| Exam Session Violations | Using previously prepared cheat notes during the exam | Level 2 | Level 3 |
| Exam Session Violations | Impersonating a student in an exam | Level 3 | Level 3 |
| Exam Session Violations | Accessing an exam without permission (before, during or after the exam) | Level 3 | Level 3 |
| Exam Session Violations | Using electronic devices during the exam | Level 2 | Level 3 |
| Exam Session Violations | Leaving the exam hall without permission | Level 2 | Level 3 |
| Exam Session Violations | Behaving in a way that will disrupt the exam environment during the exam | Level 2 | Level 3 |
| Fabrication | Making up non-factual information or references in homework | Level 2 | Level 3 |
| Fabrication | Making up data that doesn't actually exist | Level 2 | Level 3 |
| Fabrication | Collecting and delivering data in a way other than the data collection method determined by the course or school | Level 2 | Level 3 |

[Blinded] Anatolian High School Academic Integrity Policy

| | | | |
|--|---|---------|---------|
| Fabrication | Copying another student's data and presenting it as your own | Level 2 | Level 3 |
| Fabrication | Providing a made-up reference list | Level 2 | Level 3 |
| Fabrication | Making up lab results | Level 2 | Level 3 |
| Fabrication | Forging a signature | Level 3 | Level 3 |
| Fabrication | Fraudulent copying of official documents, electronically or in print | Level 3 | Level 3 |
| Fabrication | Changing grades in a transcript | Level 3 | Level 3 |
| Fabrication | Signing for another student on an absentee schedule | Level 3 | Level 3 |
| Failure to contribute to a collaborative project | Working less in group work than others | Level 2 | Level 2 |
| Failure to contribute to a collaborative project | Failure to do its part in group work | Level 2 | Level 3 |
| Failure to contribute to a collaborative project | Not preparing for a presentation in group work | Level 2 | Level 3 |
| Failure to contribute to a collaborative project | Acting as if they did not contribute as much as others in group work | Level 2 | Level 3 |
| Falsification - Misinterpretation | Altering documents affecting academic records | Level 3 | Level 3 |
| Falsification - Misinterpretation | Using the school logo without permission | Level 3 | Level 3 |
| Falsification - Misinterpretation | Adding interviews that weren't actually done to assignments | Level 3 | Level 3 |
| Falsification - Misinterpretation | Forging educational, research or scholarship content, images, data, equipment, or processes in a way that they are inaccurately represented | Level 3 | Level 3 |
| Lying | Lying about absenteeism or reasons for not turning in homework | Level 3 | Level 3 |
| Lying | Lying about other people being responsible for low grades or assignments | Level 3 | Level 3 |
| Unauthorized Distribution of Materials | Selling exams, tests or quizzes to other students | Level 3 | Level 3 |
| Unauthorized Distribution of Materials | Distributing student, teacher, or library materials to others | Level 3 | Level 3 |
| Unauthorized Distribution of Materials | Distributing unauthorizedly obtained information or materials | Level 3 | Level 3 |
| Unauthorized Access to any Records | Providing access to materials or personal systems reserved for teacher use only | Level 3 | Level 3 |
| Unauthorized Access to any Records | Making changes by accessing the school's computer systems | Level 3 | Level 3 |
| Unauthorized Access to any Records | Distributing unauthorizedly obtained information or materials | Level 3 | Level 3 |
| Unauthorized Access to any Records | Using online translation tools without permission in homework or exams | Level 2 | Level 3 |
| Unauthorized Access to any Records | Having assignments corrected by third parties in a way that violates the school's proofreading guidelines | Level 2 | Level 3 |
| Plagiarism | Intentionally or accidentally using other people's ideas, sentences, and works as their own in assignments | Level 2 | Level 3 |
| Plagiarism | Presenting sentences, ideas, images, or any information previously produced by others as their own | Level 2 | Level 3 |
| Plagiarism | Copy and paste from websites without reference | Level 2 | Level 3 |
| Plagiarism | Using the information in a source by changing it without citing the original source | Level 2 | Level 3 |
| Plagiarism | Using a source in another language by translating without referencing | Level 2 | Level 3 |
| Plagiarism | Copy and paste information from internet resources and submit it as their own homework | Level 2 | Level 3 |
| Plagiarism | Misreferencing in a misleading or unintentional way | Level 2 | Level 3 |

[Blinded] Anatolian High School Academic Integrity Policy

Appeal Process

Students who are sanctioned for violating the academic integrity policy can file an appeal with the Attached (Annex-2) Appeal Application Form to the Academic Integrity Council within five (5) days from the decision date. In order to evaluate the student's application, the President of the Council creates an evaluation team consisting of different council members, and the student's application is evaluated and a decision is made.

Chapter 9

Restorative Justice Process

Restorative justice is an approach adopted to minimize the harm caused by crime and to prevent potential crime. At [Blinded] Anatolian High School, we adopt an educational approach, not a punitive one, in our academic integrity policy. In this respect, we provide training to our students who violate academic integrity at our school and offer them the opportunity to make up for their mistakes with the Restorative Justice Process.

Students who have been found to have violated academic integrity with the decision of the Academic Integrity Council and who want to make up for their mistake can apply to the Restorative Justice Process. The Restorative Justice Process operates as follows:

- 1) The student and the student's parents apply with the Attached (Annex-3) Restorative JusticeProcess Application Form.
- 2) The Academic Integrity Council evaluates the application and accepts or rejects it.
- 3) The Academic Integrity Council arranges and announces a meeting with the relevant persons.
- 4) At the meeting, the council presents restorative assignments to the student to make up fortheir mistake.
- 5) Whether the student fulfils the task is checked and evaluated.
- 6) If the council is satisfied with the student's performance, the student's academic integrityviolation record will be deleted.

Students who apply to the restorative justice process are assigned by the Council from the following tasks, including but not limited to:

[Blinded] Anatolian High School Academic Integrity Policy

- To write an article of at least 1000 (thousand) words with references about what academic integrity is.
- To prepare a presentation by reading the Fundamental Values of Academic Integrity (Annex5) document by the International Center for Academic Integrity and present it to your friends.
- To write an article of at least 1000 (thousand) words, with references about what plagiarism is and ways to avoid plagiarism.
- Prepare an introduction presentation by reviewing our school's academic integrity policy and presenting it to their friends.
- Preparing a poster about academic integrity.
- Preparing a presentation on plagiarism types and present it their friends (<https://www.turnitin.com/static/plagiarism-spectrum/>)
- Preparing a presentation on how to cite according to APA7 format and present it to their friends.

Chapter 10

Miscellaneous Issues

Referencing Style

In our school, APA7 is used as the reference style in student assignments.

Use of Machine Translation Tools

In our school, using online or offline translation tools for translating phrases or texts other than words is not permitted in foreign language course assignments. Translation tools or dictionary sites can only be used for word translation. Translation tools can be used under the control of the advisor teacher in tasks such as project writing where the basic output is not language skills.

Proofreading Guidance

Our students cannot have their foreign language homework proofread by third parties, except for the permitted persons and conditions. Students can only request feedback on their homework from our school English teachers. The instructor that provides feedback merely displays the student the grammatical, punctuation, and spelling mistakes and does not repair them.

Review and Revision of the Policy

The validity period of our Academic Integrity Policy is three years. Our policy is reviewed at the Academic Integrity Council meeting at the beginning of each year and minor revisions are made as necessary. Every three years, a detailed revision is made and the policy put into effect again.

[Blinded] Anatolian High School Academic Integrity Policy

Connection with Other Policies or Lessons

Our academic integrity policy was developed based on the Ministry of National Education Secondary Education Institutions Regulation and Secondary Education Institutions Award and Discipline Regulation.

Contact People

The Academic Integrity Council is in charge of establishing and enforcing our Academic Integrity Policy, and the Council President is the person in charge. You can let us know all your opinions, suggestions and thoughts about our policy here: [Blinded]

Contributors

The draft text of our Academic Integrity Policy was created by our school teachers [Blinded], [Blinded], and [Blinded] using the "Academic Integrity Policy Writing Tool (academicintegritypolicy.com)" and the final version was created after necessary revisions based on the feedback of all teachers at our school.

Frequently Asked Questions

Q 1: What is the purpose of the academic integrity policy?

Answer: Our academic integrity policy serves as a guide and roadmap for the academic integrity culture we aim to create in our school. All kinds of work and operations related to academic integrity in our school are carried out according to our academic integrity policy.

Q 2: Who does the academic integrity policy apply to?

Answer: Our academic integrity policy is binding on all administrators, teachers, students and parents at our school. All students enrolled in our school are deemed to have accepted the policy.

Q 3: Who is responsible for implementing the academic integrity policy?

Answer: All stakeholders are responsible for establishing and maintaining the culture of academic integrity in our school.

Q 4: What is the scope of the academic integrity policy?

Answer: Our academic integrity policy covers all academic works at our school, including face-to-face and online education.

Q 5: What is plagiarism?

Answer: In its simplest terms, plagiarism means presenting content that does not belong to you as if it is yours. We have no tolerance for plagiarism at our school, as plagiarism is a serious violation of academic integrity.

Appendices

Appendix 1: Academic Integrity Violation Suspected Case Report Form

Description: The form to be used to report suspected violations of academic integrity.

https://drive.google.com/file/d/1-6HI9_H879bP35EdFeYalF4wGwvBqaSG/view?usp=sharing



Appendix 2: Appeal Application Form

Description: The form that students who are sanctioned for the violation of academic integrity will use to file an appeal.

<https://drive.google.com/file/d/1-FuXvRElarYg7gK2ZpoCivHDXL9W2ZuT/view?usp=sharing>



Appendix 3: Restorative Justice Process Application Form

Description: The form to be used by students who request to participate in the Restorative Justice Process for the removal of the sanction.

<https://drive.google.com/file/d/1-JawnAakC5xlpabNG7g4xTBNam2fx9hd/view?usp=sharing>



Appendix 4: Academic Integrity Glossary

Description: Academic integrity glossary prepared by the European Network for Academic Integrity (in Turkish)

https://www.academicintegrity.eu/wp/wp-content/uploads/2019/08/Translated_Glossary.pdf



Appendix 5: Fundamental Values of Academic Integrity

Description: Fundamental values of academic integrity document prepared by the International Center for Academic Integrity (in English).

https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R1



[Blinded] Anatolian High School Academic Integrity Policy

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APPENDIX 2

UNIQUE CITATION VERBS USED BY STUDENTS IN PAPERS

| Unique Verbs | | | | | | | | | | | | | | |
|--------------|--------------|--------------|--------------|--------------|----------|--------------|----------|-----------|---------|-----------|-----------|----------|----------|---------|
| Paper | indicate | show | according to | claim | say | think | | | | | | | | |
| Paper 1 | according to | show | think | claim | say | think | | | | | | | | |
| Paper 2 | according to | remark | tell | show | say | argue | | | | | | | | |
| Paper 3 | according to | put | state | argue | show | show | explain | mention | | | | | | |
| Paper 4 | think | according to | state | argue | show | show | add | report | report | imply | | | | |
| Paper 5 | claim | explain | according to | remark | show | state | agree | report | argue | point out | assert | | | |
| Paper 6 | argue | explain | emphasize | assert | offer | show | advocate | quote | report | observe | stress | | | |
| Paper 7 | advocate | claim | demonstrate | express | support | establish | show | argue | say | clarify | point out | describe | discuss | |
| Paper 8 | express | point out | indicate | stress | remark | claim | report | emphasize | argue | conclude | state | mention | continue | |
| Paper 9 | discuss | claim | examine | exclaim | mention | according to | support | believe | express | point out | advocate | prove | agree | |
| Paper 10 | disagree | argue | refer | according to | maintain | describe | explain | confirm | mention | point out | point out | assert | indicate | believe |

APPENDIX 3
COMU ETHICAL BOARD APPROVAL



T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
SOSYAL BİLİMLER VE EĞİTİM BİLİMLERİ ETİK KURULU

PROJE/ARAŞTIRMA DEĞERLENDİRME SONUÇ RAPORU

| | |
|----------------------------|--|
| Toplantı Tarihi | 15.06.2020 |
| Toplantı Sayısı | 05 |
| Başvuru protokol numarası | 2020/99 |
| Başvuru tarihi | 01.06.2020 |
| Proje/araştırma başlığı | İngilizce Yazma Gelişimine Destek Olmak İçin Ortaokullarda Akademik Dürüstlük Kültürünün Oluşturulması |
| Proje/araştırma yürütücüsü | Özgür ÇELİK |
| Karar | Bilimsel araştırma etik kurallarına uygundur |
| Açıklamalar | - |

APPENDIX 4

MoNE INSTITUTIONAL RESEARCH CONSENT



T.C.
BALIKESİR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-99191664-605.01-37854080
Konu : Araştırma İzni

29.11.2021

VALİLİK MAKAMINA
BALIKESİR

İlgi : a) Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 21/01/2020 tarih ve 2020/2 sayılı genelgesi.

b) Çanakkale Onsekiz Mart Üniversitesi Rektörlüğü'nün 08/11/2021 tarih ve 2100215562 sayılı yazısı.

| | | |
|--|---|----------------------------------|
| Başvuru Sahibinin Adı Soyadı | Özgür CELİK | |
| Danışman | Doç. Dr.Salim RAZI | |
| Kurumu/Üniversite/Görev Yeri | Çanakkale Onsekiz Mart Üniversitesi / Yabancı Diller Eğitimi ABD | |
| Alan/Bölüm | İngilizce Dili Eğitimi | |
| Tez,Araştırma veya Anketin Konusu | İngilizce Yazma Eğitimine Destek Olmak İçin Ortaokullarda Akademik Dürüstlük Kültürünün Oluşturulması | |
| Başvuru Tarihi | 17/11/2021 | Başvuru Sayısı : 36972440 |
| Çalışma Başlama Tarihi | 31/12/2021 | |
| Çalışma Bitiş Tarihi | 06/06/2022 | |
| Veri Toplama Araçları | • Görüşme Formu | |
| Araştırma Türü | Doktora Tezi | |
| ÇALIŞMA YAPILACAK EĞİTİM KURUMLARININ LİSTESİ | | |
| [Redacted Table Content] | | |

17/11/2021 tarihli araştırma izni başvurusu 21.01.2020 tarih ve 2020/2 sayılı araştırma, yarışma ve sosyal etkinlik izinlerine ilişkin genelge kapsamında değerlendirilmiştir. Lisans, lisansüstü, TÜBİTAK çalışmalarına ve seminer ödevlerine veri toplamak amacıyla, araştırma önerisinin ve veri toplama araçlarının içerik ve kapsam yönünden Türk Millî Eğitiminin amaçlarına uygun olduğu, millî ve manevi değerlere aykırı ve kişilik haklarını zedeleyecek herhangi bir unsur taşımadığı görülmüştür.

Bakanlığımıza bağlı okul ve kurumlarda yapılacak Araştırma, Yarışma ve Sosyal Etkinlik izinleri ilgi (a) genelge gereğince yukarıdaki bilgileri belirtilen çalışmanın, eğitim kurumlarında, okul/kurum müdürlüklerinin denetiminde, öğrenci ve velilerin kişisel bilgilerinin alınmaması/verilmemesi kaydı ile yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Hüseyin AŞIK
İl Millî Eğitim Müdür Yardımcısı

Ek : Anket Formu (1 Sayfa)

OLUR
29.11.2021
Ali TATLI
Vali a.
İl Millî Eğitim Müdürü

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres : Kasaplar Mahallesi Sındırgı Caddesi No:1 Merkez/BALIKESİR

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meh-ebys>

APPENDIX 5
ACADEMIC INTEGRITY POSTERS

[SCHOOL
LOGO
BLINDED]

[BLINDED] ANATOLIAN HIGH
H SCHOOL

ACADEMIC INTEGRITY MATTERS



**WE VALUE
ACADEMIC INTEGRITY
AT OUR SCHOOL**

Because we believe that academic integrity
and academic success should go hand in
hand.

[SCHOOL
LOGO
BLINDED]

[BLINDED] ANADOLU LİSESİ

AKADEMİK DÜRÜSTLÜĞÜ ÖNEMSIYORUZ



**OKULUMUZDA
AKADEMİK DÜRÜSTLÜĞE
DEĞER VERİYORUZ**

Çünkü akademik dürüstlük ve akademik başarının el ele olması gerektiğine inanıyoruz.

THE FUNDAMENTAL VALUES OF ACADEMIC INTEGRITY

We, at [BLINDED] Anatolian High School, adopt the
fundamental values of academic integrity.



AKADEMİK DÜRÜSTLÜĞÜN TEMEL İLKELERİ

[BLINDED] Anadolu Lisesi olarak akademik dürüstlüğün temel ilkelerini benimsiyoruz.



Akademik Dürüstlük

APPENDIX 6

ACADEMIC INTEGRITY BROCHURE

What is Academic Integrity?

European Network for Academic Integrity defines academic integrity as follows:

"Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship."

Also, The International Center for Academic Integrity defines academic integrity as a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility and courage.



Why does Academic Integrity Matter?

At [BLINDED] Anatolian High School, we believe that adherence to the principles of academic integrity is essential for the character development of our students as well as their academic success. Therefore, we strive to provide our students with an educational environment that promotes a culture of academic integrity.

We
Value
Academic
Integrity

Academic Integrity
at

[BLINDED]

*Anatolian High
School*

*[SCHOOL LOGO
BLINDED]*

What do we expect from you?

As [BLINDED] students, we know that you will do your best for your academic success. In doing so, we expect you to adhere to the principles of academic integrity and avoid violations of academic integrity under any circumstances.

What is an academic integrity violation?

Any act or attempt that harms academic integrity by causing an unfair academic advantage or disadvantage to anyone in an academic setting is defined as a breach of academic integrity.

What is Plagiarism?

Plagiarism, which is one of the most common violations of academic integrity in the academic environment, is simply presenting content such as texts, pictures, ideas that belong to others as one's own without citing the source. We expect all of our students' products to be original. To avoid plagiarism in your assignments, we expect you to accurately cite the sources you use. You will receive training during the semester on how to cite correctly.



Useful Sources

If you want to learn more about academic integrity, you can browse the resources below. You can scan the QR codes to open the links.

The Glossary of Academic Integrity



European Network for Academic Integrity



International Center for Academic Integrity



[BLINDED]

Anadolu Lisesinde

Akademik Dürüstlük

[SCHOOL

LOGO

BLINDED]

Akademik Dürüstlük Nedir?

Avrupa Akademik Dürüstlük Ağı (European Network for Academic Integrity) Akademik Dürüstlüğü şu şekilde tanımlamaktadır:

"Eğitim, araştırma ve bilimsel ortamlarda karar verme ve uygulama aşamalarına yön veren etik kurallara, mesleki ilkelere, standartlara, uygulamalar ve değerler sistemine uyum sağlama"

Uluslararası Akademik Dürüstlük Merkezi (International Center for Academic Integrity) akademik dürüstlüğü her ne koşul altında olursa olsun dürüstlük, güven, adalet, saygı, sorumluluk ve cesaret ilkelerinden taviz vermemek olarak tanımlar.



Akademik Dürüstlük Neden Önemlidir?

[BLINDED] Anadolu Lisesi olarak akademik dürüstlük ilkelerine bağlılığın öğrencilerimizin akademik gelişimlerinin yanı sıra karakter gelişimleri için de önemli olduğuna inanıyoruz. Bu yüzden, öğrencilerimize akademik dürüstlük kültürüne sahip bir eğitim öğretim ortamı sunmak için çalışıyoruz.

Akademik Dürüstlüğü Önemsiyoruz

Öğrencilerimizden ne bekliyoruz?

Bir[BLINDED] öğrencisi olarak akademik başarın için elinden gelenin en iyisini yapacağını biliyoruz. Bunu yaparken, her ne koşulda olursa olsun akademik dürüstlük ilkelerine bağlı kalmanı ve akademik dürüstlük ihlallerinden kaçınmanı bekliyoruz.

Akademik Dürüstlük İhlali Nedir?

Bir akademik ortamda herhangi birisi için haksız bir akademik avantaj ya da dezavantaja yol açarak akademik dürüstlüğe zarar veren herhangi bir eylem ya da teşebbüs akademik dürüstlük ihlali olarak tanımlanır.

İntihal Nedir?

Akademik ortamda en sık karşılaşılan akademik dürüstlük ihlallerinden birisi olan intihal en basit tanımıyla başkalarına ait olan yazı, resim, fikir gibi içerikleri kaynak göstermeden kendine ait gibi sunmaktır. Öğrencilerimizin her türü ürününün özgün ve kendilerine ait olmasını bekliyoruz. Ödevlerinde intihalden kaçınmak için kullandığın kaynaklardan doğru bir şekilde alıntı yapmanı ve kaynak göstermeni bekliyoruz. Bunları doğru bir şekilde nasıl yapacağın ile ilgili dönem içinde eğitimler alacaksın.



Faydalanabileceğin Kaynaklar

Akademik dürüstlük ile ilgili daha fazla bilgi almak istersen aşağıdaki kaynaklara göz atabilirsin. Bağlantılara ulaşmak için karekodu taratabilirsin.

Akademik Dürüstlük Sözlüğü



Avrupa Akademik Dürüstlük Ağı



Uluslararası Akademik Dürüstlük Merkezi



APPENDIX 7
WwI Program Outline

Writing with Integrity
Program Outline

Course Name Writing with Integrity

Instructor Özgür Çelik

Duration 10 Weeks (10x2 hours)

Attendance Voluntary

Delivery Mode Face to face

Aim The main of this program is to help students develop ethical, mechanical and rhetorical intertextuality skills.

Course Materials Presentations prepared by the course instructor

Assessment Non-assessed

Scope and Sequence

| Weeks | Topics | Tasks |
|----------------|---|--------------|
| Week 1 | Introduction of the program | Essay 1 |
| Week 2 | Introduction of intertextual writing | Essay 2 |
| Week 3 | What is intertextual writing? What is synthesizing from sources? | Essay 3 |
| Week 4 | What is plagiarism? What are citation styles? | Essay 4 |
| Week 5 | How to cite appropriately? How to quote appropriately? | Essay 5 |
| Week 6 | How to paraphrase appropriately? | Essay 6 |
| Week 7 | How to summarize appropriately? | Essay 7 |
| Week 8 | Feedback session | Essay 8 |
| Week 9 | Feedback session | Essay 9 |
| Week 10 | Feedback session | Essay 10 |

