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Mastering the Challenges in Higher Education: Considering the way students learn, cheat and enhance performance

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February 7-9, 2012

Bielefeld University and Center for Interdisciplinary Research, ZiF Germany

Universität Bielefeld

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1. GENERAL INFORMATION

Registration desk and opening hours

Feb 6-7, 2012 (Pre-Conference)

Building section: U
Floor: 4
Room: 235
U4-235; Main Building

Bielefeld University
Universitätsstrasse 25
33615 Bielefeld

opening hours**: 10:00 – 20:00**

Feb 8-9, 2012 (Main-Conference)

in front of the “Plenarsaal”

Center for interdisciplinary research, ZiF
Wellenberg 1
33615 Bielefeld

opening hours Feb 8**: 8:00 – 20:00**
opening hours Feb 9**: 8:30 – 19:00**

Head of the conference

Sebastian Sattler

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- Barbara Kiessig
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- Dominik Koch
- Andrea Schulze
- Anisat Adajew
- Christine Gräf
- Selina Halford

For any questions do not hesitate to contact us via e-mail!
E-Mail: cheatandlearn.conference@uni-bielefeld.de

Sponsors

The Conference is sponsored by the Federal Ministry of Education and Research (FMER), Germany. It is part of the research project FAIRUSE conducted at Bielefeld University by Sebastian Sattler and Martin Diewald. The PT-DLR supports the project managament and controlling for the FMER.

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Your presentation:

- Length max. **14 minutes** plus max. **6 minutes** of discussion. The conference schedule is very tight. Therefore your presentation will be interrupted, when the time limit is reached (session chairs are equipped with two cards: 5 minute left, 1 minute left).
- Please rehearse your presentation and make sure it fits within the 14 minutes limit.
- The presentation slides have to be in English.
- The presentation language is English.
- 4-5 presentations will be joined into one **session**. Each session is chaired by a person who facilitates the discussion of the single contributions within this session.
- Please arrive 10 minutes before the session begins at the presentation room.

Submit your presentation slides:

- The slides have to be sent to cheatandlearn.conference@uni-bielefeld.de before **February 5th**, 2012.
- Name your file(s) as follows:
  Sessionnumber_Lastname_of_Firstauthor_Title_of_Presentation.
  (Example: Session4_Forlini_ Ethical_perspectives_from_key_stakeholders_on enhancing_academic_performance_with_prescription_stimulants)
- The following file extensions are allowed: pdf, ppt, pptx, pps.

Your poster:

Posters offer a nice opportunity to get in touch with people who share research interests. Use this opportunity to explain your poster! Start a conversation! Posters can be more effective than giving a talk.

Poster specification:

We can print your poster. Therefore you need to make sure that your poster meets our poster specification. **Attention:** DEADLINE for our poster printing service is **January 30th**.

- Use one of the following formats: pdf, ppt, pptx, pps.
- Name your file as follows: Lastname_of_Firstauthor_Title_of_Presentation.
  (Example: Dockery_The_Relationship_between_Chronic_Stress_Cognitive_Enhancement_and_Social_Support)
- The poster format has to be DIN A 0 (84.10 cm x 118.90 cm).

If you want to print your poster on your own, the same poster format should be used.

Content specification for Posters:

Information taken from: http://colinpurrington.com/tips/academic/posterdesign
(please visit for additional advice)

- Make sure your poster features the same title as used on your submission. Maximum length: 1-2 lines.
- Due to space limitations: please do not include an abstract in your poster.
- *Introduction:* The introduction should be catchy and outline your research question. What are your hypotheses?
- *Method and Data:* Briefly describe the research design. Use figures and tables to illustrate your design.
- *Results:* Describe the overall outcome of your study, followed by specific results. Add graphs and tables to make your results easier understandable for the audience.
- *Conclusions:* Discuss your results and indicate whether the hypotheses were supported. What are the implications of your results?
- *Literature* and *acknowledgement:* List references and name sponsors/supporters.

General advice:

- Do not make your poster too long: 500-800 words should be sufficient.
- Use a non-serif font (e.g., Helvetica) for title and headings and a serif font (e.g., Palatino) for body text (serif-style fonts are much easier to read at smaller font sizes).
- Include contact information on your poster to help people get in touch.

Presentation:

- Please prepare a 4-6 minutes free speech summarizing your research.
- The speech will be held in front of the poster followed by discussions.

Conference fees

- Regular fee: 65€
- Reduced fee for students, Ph.D. students: 50€

The fee covers food and drinks as well as a wine and cheese party (Feb 8th).

Please be aware that extra fees will apply for the workshops.

Bank account

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Account No.:	61036
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Feb 7, 2012 (Pre-Conference)

Option A Main Building; Bielefeld University
Access via wireless LAN (Wifi) for your laptop.
Participants will receive a key to the network at the registration desk.

Option B Building section: U; Floor: 4; Room: 114 (=CIP-Pool I)
Main Building; Bielefeld University
opening hours**: 8:00 – 20:00 (not between 12:00 and 16:00)**
Participants will receive a password for PCs of the computer pool at the registration desk

Feb 8-9, 2012 (Main-Conference)

Option A Main Building; Bielefeld University
Access via wireless LAN (Wifi) for your laptop.
Participants will receive a key to the network at the registration desk.

Option B Building section: U; Floor: 4; Room: 114 (=CIP-Pool I)
Main Building; Bielefeld University
opening hours**: 8:00 – 20:00**
Participants will receive a password for PCs of the computer pool at the registration desk

Option C at Center for interdisciplinary research, ZiF
Access via wireless LAN (Wifi) for your laptop.
Participants will receive a key to the network at the registration desk.

2. SCHEDULE

Timeline	Feb 7th, 2012	Page
11:00-15:30	**Workshop D (including lunch break – held in German):** "Akademische Prokrastination verstehen und bewältigen – Understanding and Overcoming Academic Procrastination" by *Dipl. Psych. Carola Grunschel* and *Dipl. Psych. Justine Patrzek* Room: Main Building – University, room U3-122	**27**
12:30-15:30	**Workshop A:** "Plagiarism Detection Software: Silver Bullet or Waste of Time?" by *Prof. Dr. Deborah Weber-Wulff* Room: Main Building – University, room U4-114 (CIP-Pool 1)	**24**
16:00-17:30	**Workshop B:** "Cheating Among College Students in the United States: A Long Term Perspective on Prevalence, Causes, and Changing Student Attitudes" by *Prof. Dr. Donald L. McCabe* Room: Main Building – University, room U4-120	**25**
18:00-19:30	**Workshop C:** "Strategies to Promote Student Integrity" by *Prof. Dr. Donald L. McCabe* Room: Main Building – University, room U4-120	**26**
Starting at 20:30	**Social event 1** Informal get-together Room: Univarza, Main Building – University (Ground Floor/University Hall)	

Main Conference Feb 8th-9th, 2012 (located at the ZiF)

Timeline	Feb 8th, 2012	Feb 9th, 2012
09:00-09:15	**Opening 1:** *Sebastian Sattler* (Head of the Conference)	
09:15-09:30	**Opening 2:** *Prof. Dr.-Ing. Gerhard Sagerer* (Rector of Bielefeld University)	
09:30-10:30	**Lecture 1:** "Promoting Academic Integrity Among High School and University Students" by *Prof. Dr. Donald McCabe* (Rutgers Business School, USA)	**Lecture 3:** "Cognitive enhancement: Prevalence and motives for the nonmedical use of prescription stimulants among students" by *Ass. Prof. Dr. Christian J. Teter* (University of New England, USA)
10:30-11:00	***Coffee break***	***Coffee break***
11:00-12:30	**Session 1**	**Poster session**
12:30-13:30	***Lunch break*** ***(at the end: group photo)***	***Lunch break***
13:30-15:30	**Session 2**	**Session 4**
15:30-15:45	***Coffee break***	***Coffee break***
15:45-16:45	**Lecture 2:** "Patterns of plagiarism by university students: does academic field matters?" by *Ass. Prof. Dr. Aurora Teixeira* (University of Porto, Portugal)	**Lecture 4:** "Authentic Learning in Higher Education: Interest-based Learning and Critical Thinking" by *Prof. Dr. Peter Klaus Wild* (University of Regensburg, Germany)
16:45-17:15	***Coffee break***	***Coffee break***
17:15-18:45	**Session 3**	**Session 5**
19:00-02:00	**Social event 2:** Wine 'n' Cheese-Party (including jazzy live music)	**Social event 3:** Informal get-together: Dinner at CASA (**19:30**) + live music (Jazz-jam-session with different musicians at Bunker Ulmenwall; entrance: free; **21:30**)

3. SESSION TALKS – Overview

Talk	Session 1 Feb. 8 ■ 11:00-12:30 ■ chair: Floris van Veen	Page
a	**Investigating the effect of academic procrastination on student cheating: A panel study** Justine Patrzek, Sebastian Sattler, Floris van Veen, Carola Grunschel & Stefan Fries (all Bielefeld University, Germany)	36
b	**The effect of perceived institutional context on students' attitude to study work and academic misbehavior in higher education – a regional analysis** Szilvia Barta (University of Debrecen, Hungary)	37
c	**Self-determined learning and student cheating** Constantin Wiegel (Bielefeld University, Germany)	38
d	**Impulsivity and emotion: Leveraging individual differences to reduce cheating** David A. Rettinger & Douglas Searcy (both University of Mary Washington, USA)	39

Talk	Session 2 Feb. 8 ■ 13:30-15:30 ■ chair: Guido Mehlkop	Page
a	**A vignette study about the decision process of potential corrupt actors: how do diverging norms and opportunistic ideas interact?** Guido Mehlkop (University of Erfurt, Germany), Peter Graeff (Goethe University Frankfurt, Germany), Sebastian Sattler & Carsten Sauer (both Bielefeld University, Germany)	40
b	**When do university teachers apply cheating detection and prevention means?** Sebastian Sattler, Constantin Wiegel & Sebastian Willen (all Bielefeld University, Germany)	41
c	**The impact of incentives on participation and data quality in an online survey about student fraud** Floris van Veen, Sebastian Sattler (both Bielefeld University, Germany) & Anja Göritz (University of Freiburg, Germany)	42
d	**A survey of community college faculty, their teaching methodologies and congruence with student learning needs** Masoumeh Rahmani (Islamic Azad University, Iran)	43
e	**Efficiency evaluation of teaching and learning strategies using DEA** Matthias Klumpp (University of Duisburg-Essen, Germany)	44

Talk	Session 3 Feb. 8 ■ 17:15-18:45 ■ chair: Deborah Weber-Wulff	Page
a	**A quantitative survey: Plagiarism in German colleges - Awareness and behavior** Hélène Ginsz-Kieffer (compilatio.net, France)	45
b	**Cultural differences regarding expected utilities and costs of plagiarism – preliminary results of a three-country-comparison** Eckhard Burkatzki (International Graduate School Zittau, Germany), Joost Platje (Opole University, Poland) & Wolfgang Gerstlberger (University of Southern Denmark, Denmark)	46
c	**Plagiarism prevalence among medical students; facts from the study** Lidija Bilic-Zulle & Mladen Petrovecki (both Rijeka University School of Medicine, Croatia)	47
d	**What keeps students from plagiarizing? Using a survey on student fraud to explain the detection probability** Floris van Veen (Bielefeld University, Germany), Sebastian Sattler (Bielefeld University, Germany) and Sonja Schulz (University of Mannheim, Germany)	48

Talk	Session 4 Feb. 9 ■ 13:30-15:30 ■ chair: Colleen Dockery	Page
a	**Ethical perspectives from key stakeholders on enhancing academic performance with prescription stimulants** Cynthia Forlini & Eric Racine (both Institut de recherches cliniques de Montréal, Canada)	49
b	**The effect of students' cognitive test anxiety on the intention and use of cognitive enhancement medication** Sebastian Sattler & Constantin Wiegel (both Bielefeld University, Germany)	50
c	**Regulating student enhancement: On the justifiability and likely success of restrictive policies** John Danaher (Keele University, United Kingdom)	51
d	**The decision of students to consume cognitive enhancers: Normative frames, benefits and cost of consuming brain doping medication** Sebastian Sattler, Carsten Sauer (both Bielefeld University, Germany), Guido Mehlkop (University of Erfurt, Germany) & Peter Graeff (Goethe University Frankfurt, Germany)	52
e	**Statistical survey models for sensitive items. Measuring the prevalence of morally questionable behavior of students** Sebastian Sattler (Bielefeld University, Germany) & Peter Graeff (Goethe University Frankfurt, Germany)	53

Talk	Session 5 Feb. 9 ■ 17:15-18:45 ■ chair: Carsten Sauer	Page
a	**Plagiarism in Pakistani universities: Practice, causes and implications** Attaullah (International Islamic University Islamabad, Pakistan)	54
b	**University students' perceptions of plagiarism** Arda Arikan (Akdeniz University, Turkey) & Özgür Köse (Middle Eastern Technical University, Turkey)	55
c	**Predicting the number of plagiarism cases using an extended rational choice model** Sebastian Sattler (Bielefeld University, Germany), Peter Graeff (Goethe University Frankfurt, Germany) and Sebastian Willen (Bielefeld University, Germany)	56

4. POSTER SESSION – Overview

Poster session **Feb. 9 ■ 11:00-12:30 ■ chair: Peter Graeff**	**Page**
Cheating Among University Students: Who Should Be Blamed Students or Teachers? Shah Muhammad (Sukkur Institute of Business Administration, Pakistan) & Niaz Ahmed Bhutto (Sukkur Institute of Business Administration, Pakistan)	58
The Relationship between Chronic Stress, Cognitive Enhancement and Social Support Colleen Dockery (University of Tuebingen, Germany) and Sebastian Sattler (Bielefeld University, Germany)	59
Academic Pressure Risk Factors that enhances Student Fraud O. Mary Agboola (Eastern Mediterranean University, Turkey) & O. Phillips Agboola (Eastern Mediterranean University, Turkey)	60
Affect and cheating behaviour Naziha Benosmane (Université Abdelhamid Ibn Badis Mostaganem, Algeria)	61

5. WORKSHOPS – Abstracts

[Workshop A] Plagiarism Detection Software: Silver Bullet or Waste of Time?

Time: **12:30 – 15:30 (Feb 7, 2012)**
Location: **Main Building University, room U4-114 (CIP-Pool 1)**

Prof. Dr. Debora Weber-Wulff (HTW University of Applied Sciences, Berlin, Germany)

„Plagiarists beware – we use software!“ Many universities attempt to coerce their students into compliance with good scientific practice with the use of plagiarism detection software. And there are many systems that offer such services. They suggest a fast, cheap, and easy way to winnow out the plagiarists from the honest authors. But do they work as promised? Prof. Dr. Debora Weber-Wulff, professor for media and computing at the University of Applied Sciences HTW Berlin has been testing plagiarism detection systems since 2004 and has published widely on the topic. In this fourth test series that was just completed at the end of 2010 26 systems out of 47 available systems were closely examined. Particular focus was given to seeing how well the systems detect a known amount of plagiarism, and how they react when offered original material. In this workshop the results of the most recent test - and the test of the five top systems against the doctoral thesis of Karl-Theodor zu Guttenberg, the German minister of defense who was forced to step down because of plagiarism in March 2010 - will be presented.

Duration: 240min
Price: 50 Euro (including drinks/cookies/cake)
Language: English
Workshop prerequisite: none, it is possible to use own laptops

[Workshop B] Cheating Among College Students in the United States: A Long Term Perspective on Prevalence, Causes, and Changing Student Attitudes

Time: **16:00 – 17:30 (Feb 7, 2012)**
Location: **Main Building University, room U4-120**

Prof. Dr. Donald L. McCabe (Rutgers Business School, USA)

Utilizing the two major databases of empirical evidence on cheating among college students that have been developed in the United States, this workshop will discuss changes in student attitudes about cheating, their willingness to engage in academic dishonesty, and changing methodologies for doing so with the introduction of various electronic technologies – most especially the Internet. Bowers (1964) collected the first major database on cheating in colleges in the U.S. in the early 1960s with his sociologically driven study of cheating at 99 different institutions, involving over 5,000 students in the U.S. McCabe and his colleagues (1993) have been studying the issue of academic dishonesty in the U.S. since the early 1990s and through the generosity of Bowers have re-computerized his original database. In addition to looking at explicit changes over the twenty years of their own research, they are able to compare their results to Bowers, in many cases using the same questions as Bowers did, informing an almost fifty year perspective on academic dishonesty among U.S. college students. McCabe's database now includes over 200,000 students world-wide and over 20,000 faculties. This workshop will provide an opportunity for participants to learn what is in these databases and how they may access some of this information for their own research purposes.

Duration: 90min
Price: 5 Euro (including drinks/cookies/cake)
Language: English.
Workshop prerequisite: none

[Workshop C] Strategies to Promote Student Integrity

Time: **18:00 – 19:30 (Feb 7, 2012)**
Location: **Main Building University, room U4-120**

Prof. Dr. Donald L. McCabe (Rutgers Business School, USA)

McCabe has been surveying students about academic integrity for twenty years now – over 200,000 in total to date. Although an underlying objective of his work has been to help schools enhance the level of academic integrity among students, no single strategy has emerged as the right answer for everyone. Interventions ranging from plagiarism detection software such as turnitiin.com to more comprehensive community-wide approaches such as honor codes (a popular approach in the United States at one time) have been mentioned by students and faculty as possible approaches – each with their own issues and strengths – and some feel no change is needed in spite of some evidence of ever-increasing levels of academic dishonesty – plagiarism, in particular. This workshop will ask participants to discuss and review these major approaches and to identify their strengths and weaknesses as possible approaches to be used in Europe. In the U.S., although it will be very difficult to achieve, McCabe feels fundamental honor code strategies are the only meaningful long-term approach.

Duration: 90min
Price: 10 Euro (including drinks/cookies/cake)
Language: English.
Workshop prerequisite: none

[Workshop D] Akademische Prokrastination verstehen und bewältigen (held in German)

Time: **11:00 – 15:30 (Feb 7, 2012)**
Location: **Main Building University, room U3-122**

Dipl. Psych. Carola Grunschel; Dipl. Psych. Justine Patrzek (both Bielefeld University; Germany)

Akademische Prokrastination, das Aufschieben von Studienaufgaben, ist unter Studierenden ein weit verbreitetes Phänomen. Einige Studierende erleben aufgrund von akademischer Prokrastination negative Konsequenzen im Studium (z.B. Leistungseinbußen, Verlängerung des Studiums). Zudem wirkt sich die „Aufschieberitis“ ungünstig auf ihr Wohlbefinden aus (z.B. schlechtes Gewissen, Unzufriedenheit). Professionelle Beratung und Hilfestellungen können gezielt zu einer Verringerung akademischer Prokrastination und ihrer negativen Folgen eingesetzt werden. Ziel des Workshops ist es, StudienberaterInnen und Lehrende mit Hilfestellungen vertraut zu machen, um betroffene Studierende bei der Überwindung von akademischer Prokrastination zu unterstützen. Dazu erfolgen im Rahmen des Workshops: - eine Einführung in das Thema „Akademische Prokrastination“, - die Vorstellung eines Fragebogens, durch den ein tiefer Einblick in das Prokrastinationsverhalten von Studierenden möglich ist, - die Vorstellung eines fünfwöchigen Gruppentrainings, das an der Universität Bielefeld gegen das Aufschieben im Studium entwickelt und umfassend evaluiert wurde - sowie die Durchführung von vielfältigen praktischen Übungen aus dem Training mit den Workshopteilnehmern.

Dauer: 240min
Preis: 30 Euro (inklusive Mittagessen, Getränke, Kekse& Kuchen)
Sprache: Deutsch
Workshop-Voraussetzungen: keine

6. INVITED SPEECHES – Abstracts

[Lecture 1] Promoting academic integrity among high school and university students

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Time: **9:30 – 10:30 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Prof. Dr. Donald L. McCabe (Rutgers Business School, USA)

Based on the many studies of student integrity that he has conducted over the last 20 years, McCabe will use his keynote speech to examine the types of students and situations most likely to lead to higher instances of cheating or plagiarism and how we might address these issues. First, he will try to define the type of students more likely to engage in academic dishonesty. Is this student male or female, what differences are apparent by major, what cultural issues are related to higher levels of cheating or plagiarism, etc. Second, he will discuss institutional issues that seem to impact student motivations to cheat (e.g., the presence or absence of an honor code) as well as classroom strategies utilized by individual instructors. Finally, McCabe will review student attitudes about cheating - how they feel about the seriousness of different behaviors and how they feel about different intervention strategies schools have employed in the past and might consider in the future - ranging from benign neglect of this issue from a student perspective to honor code strategies which intimately involve students in the campus judicial process. Although this work is primarily North American based (the U.S. and Canada in particular), McCabe will also discuss data he has obtained in the Middle East and more limited data he has gathered in the U.K., Australia, and China.

[Lecture 2] Patterns of plagiarism by university students: does academic field matters?

Time: **15:45 – 16:45 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Ass. Prof. Dr. Aurora Teixeira (University of Porto, Portugal)

Although existing research on student plagiarism is reasonably abundant and characterized by noticeable dynamism, the empirical evidence and the concomitant policy implications are in general based on single (or very few) and isolated academic field samples. In 2010 I performed a nationwide survey on academic integrity and gathered a sample of over 5 thousand university students from a myriad of academic courses spread by 22 academic fields (Agriculture, forestry and fisheries; Architecture and Building; Arts; Communication and journalism; Computing sciences; Economics and Business sciences; Education and training; Engineering; Environment protection; Exact sciences; Health; Humanities; Law; Life sciences; Manufacturing industry sciences; Math and statistics; Personal Services; Security services; Social and Behavioral sciences; Social Services; Transport services; Veterinary medicine) enrolled in Portuguese higher education institutions. This data enables to assess the extent to which patterns and perceptions on plagiarism differ between fields of study. More specifically, and resorting to exploratory statistical analysis, I'll provide evidence, by academic field, on:

- the nature of plagiarism,
- how students perceive plagiarism,
- how students perceive plagiarism,
- what motivates students to engage in plagiarism,

In addition, I'll discuss potential practical implications from the findings.

[Lecture 3] Cognitive enhancement: Prevalence and motives for the nonmedical use of prescription stimulants among students

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Time: **9:30 – 10:30 (Feb 9, 2012)**
Location: "**Plenarsaal" at ZiF**

Ass. Prof. Dr. Christian J. Teter (University of New England, USA)

The keynote speech of Christian Teter will provide data on various aspects of the misuse and nonmedical use of prescription stimulants. The use of prescription stimulants, which includes methylphenidate and amphetamine formulations, has received a great deal of attention in the recent scientific literature. These medications are highly effective for conditions such as attention-deficit/hyperactivity disorder, but have been used not as prescribed by students for a variety of purposes. A focal point of the lecture will be on the use of prescription stimulants by college students to enhance cognitive performance. Within this context, other aspects that will be discussed include a terminology overview (e.g., misuse vs. nonmedical use), prevalence of use data, motivations for use (e.g., helps with concentration, helps to study), information on the diversion of medication (e.g., peer sources for obtaining non-prescribed stimulants), and adverse effects associated with the misuse and nonmedical use of prescription stimulants (e.g., depressive symptoms). Lastly, practical insights for addressing these drug use behaviors will be provided for universities and clinicians. Many of the studies that will be reviewed originated in either the U.S. or Canada. Regardless, several findings of misuse and nonmedical use of prescription stimulants (e.g., motives, adverse effects) can serve as a blue print for various geographical regions.

[Lecture 4] Authentic Learning in Higher Education: Interest-based Learning and Critical Thinking

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Time: **15:45 – 16:45 (Feb 9, 2012)**
Location: "**Plenarsaal" at ZiF**

Prof. Dr. Klaus-Peter Wild (University of Regensburg, Germany)

How can students attain success in college or university (without cheating)? The answer to this question depends largely on how academic performance in college is defined and assessed. The learning outcome of tertiary education should go considerably beyond the mere accumulation of factual knowledge. Abilities such as critical and analytic thinking as well as problem solving skills are thus also crucial. Over almost two decades various lines of research on self-regulated learning have shown substantial empirical evidence of the impact of deep and elaborative learning strategies on fostering these "higher" learning outcomes in college education.
This talk presents several aspects relevant to this area of research:
(a) How can the importance of learning strategies in higher education be defined and assessed? Although broad conceptions of learning strategies might include virtually anything that facilitates learning, we will concentrate on strategies that are especially suitable for meaningful learning and critical thinking.
(b) How do qualitative and quantitative aspects of learning relate to each other? Do deep and elaborative learning strategies benefit from a higher workload or a longer time spent on a task? Is a higher workload or a longer time spent on a task important to the use of deep-oriented, elaborative learning strategies?
(c) What kind of learning motivation or what kind of interest in a topic is relevant to the use of cognitive learning strategies in higher education?

7. SESSION TALKS – Abstracts

[Session 1a] Investigating the effect of academic procrastination on student cheating: A panel study

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Time: **11:00 – 12:30 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Patrzek, Justine; Sattler, Sebastian; van Veen, Floris; Grunschel; Carola; Fries, Stefan (all Bielefeld University, Germany)

Precise question: Academic procrastination has been defined as "intentionally deferring or delaying work that must be completed" (Schraw, Wadkins, & Olafson, 2007, p. 13). Different studies showed that academic procrastination resulted in a diversity of negative consequences. For example, compared to non–procrastinating students, procrastinating students were more stressed and had lower grades at the end of a semester (e.g., Tice & Baumeister, 1997). Further, there is first evidence that academic procrastination is related to cheating (Roig & DeTommaso, 1995). The present study is the first to investigate by means of a longitudinal design whether academic procrastination has an effect on different forms of cheating. **Methods/Data:** To approach the purpose of the study, data of more than 2.000 students were available at two points of measurement. In the first investigation, the students completed–among other measures–a questionnaire concerning academic procrastination. After six months, students reported the frequency of their cheating behaviour for the prior six months such as plagiarism, copying in exams, using illicit accessories in exams, and false excuses. The data were analysed by applying means of negative binomial regression models. **Results:** There was strong evidence for an effect of academic procrastination on several types of student cheating. For example, the number of plagiarism increased by 24 percent. **Implications:** The results point to the fact that academic procrastination affects university cheating. Future studies should investigate whether reducing academic procrastination results in a reduction of university cheating.

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[Session 1b] The effect of perceived institutional context on students' attitude to study work and academic misbehavior in higher education – a regional analysis

Time: **11:00 – 12:30 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Barta, Szilvia (University of Debrecen, Hungary)

Precise question: Based on findings in scholarly literature, we investigate whether perceived institutional context has significant effect on students' attitude to academic misbehavior and study work at higher education institutions at a cross-border, disadvantaged region of Hungary, Romania and the Ukraine. **Methods/Data:** Based on a student questionnaire survey from 2010, Master students (N=601, 68% sampling, representative per faculties) are categorized into four groups according to their attitudes to academic misbehavior. Based on peers' perceived attitude, another set of perceived student groups are developed. Students' and peers' attitude are measured with a 17-item Likert scale (high reliability, Cronbach alpha: 0,836 and 0,865), both student groups are developed with multivariate analyses, and their correlation is also examined. Based on students' perceived relations to their lecturers, student-teacher categories are also formulated with multivariate analyses. The severity of institutional regulation and motivations for cheating are examined with cross tabulations. **Results:** Based on their attitude to academic misbehavior, four groups are identified: "succeeding", "norm-conformer", "permissive", and "individual minimalist" students. Based on peers' perceived attitude to academic misbehavior, four peer groups are identified: "perceived minimalists", "perceived norm-conformers", "perceived permissive", and "perceived product-forgers". The correlation of students' and peers' groups is significantly strong, student groups are surrounded by similar peer groups at most. Based on students' perceived relationship to lecturers, four teacher groups are identified: "academic culture-oriented", "no relationship", "talent care-oriented", "and mentor-type". Both lecturer types and the perceived severity of institutional regulation and punishment on cheating only affect peer groups significantly. The only significant motivation for cheating was of social dimension: perceiving all other peers as engaging in cheating as well. **Implications:** If peers' attitude to academic misbehavior plays the most significant role in affecting students and if both relation to lecturers and the perceived severity of institutional punishment shapes peer groups' attitudes, teaching practice and institutional policy in higher education should emphasize peer socialization and develop academic integrity as a social phenomenon. Perceived institutional context plays an indirect role in shaping students' attitudes, first it affects peers', and then peers directly influence students.

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[Session 1c] Self-determined learning and student cheating

Time: **11:00 – 12:30 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Wiegel, Constantin (Bielefeld University, Germany);

Precise question: Academic misbehavior has been an intensively researched topic in educational psychology and other academic disciplines over the past decades (McCabe 1997). International Studies have shown that both, individual and contextual factors play a role in the decision making process of students' cheating (McCabe/Trevino 1997). Poor or extrinsic motivation to study was investigated as a positive driver for academic misconduct (Rettinger/Kramer 2009). No study on student cheating referred to Self-determination Theory (Deci/Ryan 1985), assuming that learning motivation takes place on a continuum between a-motivation and intrinsic motivation. So the question arises, how self-related learning motivation is associated with academic misconduct. **Methods/Data:** Data from a multi-campus investigation (n=3464) was used to assess different cheating behaviors (e.g. plagiarism, using crib notes, copying answers from neighbors). A short version of the Self-regulation Questionnaire (SRQ-A) was used to measure the different types of learning motivations. **Results:** Analysis (controlling for age, sex and student's work load) show that an intrinsic regulation-type of motivation reduces the probability to show cheating behaviors (e.g. using crib notes: OR 0.790; $p<.001$). External regulation or pure extrinsic motivation only had a significant positive effect on the use of false excuses (OR 1.224; $p<.001$). Calculating the Self Determination Index (SDI; Range -15 to 15) logit regression analysis shows that a change in SDI of one unit towards intrinsic motivation reduces the probability to cheat by 0.4% to 0.9% (OR between 0.910 and 0.959). **Implications:** The results indicate that a supportive and stimulating learning environment to strengthen students' self-determined learning may be an additional measure to alleviate the problem of academic cheating.

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[Session 1d] Impulsivity and emotion: Leveraging individual differences to reduce cheating

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Time: **11:00 – 12:30 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Rettinger, David A.; Searcy, Douglas (both University of Mary Washington, USA);

Precise question: How can research about individual difference variables like impulsiveness, sensation seeking, empathy, and self-conscious emotions (like shame, guilt, and embarrassment) inform our cheating prevention practices? An understanding of the psychological processes that lead to or enable cheating can be used to design interventions that lead to greater academic integrity. The present research seeks to consider individual findings regarding impulsivity and self-conscious emotions for application to education practice. **Methods/Data:** In two large scale surveys, participants were asked about individual difference traits and dishonest behavior. In one study, impulsivity (BIS-15; Spinella, 2007), empathic perspective taking (ISI; Davis, 1983), and sensation seeking (BSSS-4; Hoyle, et al., 2002) were assessed along with participants' cheating behavior. In the second survey, college students were queried about 17 cheating behaviors, including exam cheating, plagiarism on homework or papers, and others. Participants in this study also responded to a neutralizing attitudes scale (Rettinger, et al., 2001), a test of shame and guilt proneness (TOSCA-3, Tangney, et al., 2000), and a test of embarrassment proneness (Modigliani, 1966). **Results:** Impulsivity is strongly positively associated with school cheating and empathic perspective taking is negatively associated. Preliminary data indicates that neutralizing attitudes and guilt are negatively associated with cheating, while shame is positively associated. Further analyses will test mediation and moderation hypotheses among these variables, such as: 1. Shame effects on cheating are mediated by neutralizing attitudes. 2. Guilt effects on cheating are mediated by empathy, at least for those participants who empathize with those who are cheated, not the cheaters themselves. 3. Impulsivity and sensation-seeking effects are moderated by neutralizing attitudes, shame, and guilt. **Implications:** These results can be evaluated in light of cheating prevention. For example, interventions intended to increase shame as the result of cheating would be expected to be ineffective, but those addressing neutralizing attitudes would work much better. Similarly, inducing guilt in cheating situations would only prevent cheating if the negative consequences of the behavior to others were made salient. Finally, the risk of embarrassment is a powerful lever in cheating prevention, but only if students believe it that they might get caught.

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[Session 2a] A vignette study about the decision process of potential corrupt actors: how do diverging norms and opportunistic ideas interact?

Time: **13:30-15:30 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Mehlkop, Guido (University of Erfurt, Germany); **Graeff, Peter** (Frankfurt University, Germany); **Sattler, Sebastian; Sauer, Carsten** (both Bielefeld University, Germany)

Precise question: When deciding to act in a corrupt way, what are the crucial elements of this decision? Despite the mass of new literature on corruption, there is little known about the decision process of actors. This is hardly surprising since corrupt actors try to veil their illegal actions. However, we expect that corruption does not occur due to spontaneous arousal, but rather due to extensive planning. As such, corruption can be considered as a result of a deliberation process which includes the evaluation of benefits, potential cost, and the probability of their occurrence as well. Usually, corrupt relationships are considered within a principal-agent-client model. This model presumes an agent (a firm´s employee or a public official) to pursue his/her opportunistic interests as well as the interests of the client (a customer), while at the same time violating the principal's (corporate) guidelines. While the principal promotes legal and regulative principles, usually expressed in a universalistic code of conduct, the agent takes advantage of her position and decision-making power for personal benefit and follows a particularistic norm which warrants the obligation to the client. In other theoretical approaches that do not deal with the decisions of actors in particular, corruption mainly happens as a result of the divergence of universalistic and particularistic norms. **Methods/Data:** In our study, a vignette was presented to 2.262 students describing a typical principal-agent- client corruption situation within an academic framework. The students were asked whether or not they would commit corruption if they were to act in that particular situation. **Results:** Our findings support both a decision perspective and the assumption of conflicting norms where norm divergence is a stronger explanation factor than deliberation. For the largest subgroup of the entire sample universalistic norms prescribe (non-corrupt) behavior while in another subgroup universalistic norms are debased in favor to particularistic motives. Finally in a smaller group we find evidence for the dominance of hard instrumental incentives. **Implications:** Our study implies that policy and organizational measures against corruption could be improved when norm-conflicts are regarded.

[Session 2b] When do university teachers apply cheating detection and prevention means?

Time: **13:30-15:30 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Sattler, Sebastian; Wiegel, Constantin; Willen, Sebastian (all Bielefeld University, Germany);

Precise question: Up to now, hardly anything is known about the frequency of using cheating detection and prevention means among university teachers such as the use of plagiarism detection software (e.g. Dordoy 2002). And, from a behavioral perspective, no research has focused on the decision-making processes upon such behavior. Therefore, this study tries to answer the question about the occurrence and motivation of cheating detection and prevention means. This behavior will be analyzed in terms of rational choice theory. Consequently, opportunities, restrictions and preferences will be considered in terms of teachers' moral evaluation of cheating behavior, perceived effort as well as the efficacy of those means. **Methods/Data:** All university teachers of 4 universities were contacted and asked to participate in a CAWI survey; universities and academic disciplines were chosen randomly. In dependence of the methods of examination, about 300 responses for written assignments and tests were analyzed. **Results:** Less than 10 percent of academic teachers always use plagiarism detection software and about 40 percent always read through assignments intensively. About every second respondent cares about an appropriate space between students during exams or checks that no illicit means are used. One important incentive to use a deterrence or detection mean is the belief in the efficacy of this mean. However, the fear of a worsened relationship between the teacher and the students limits the frequency of using such means such as plagiarism detection software. **Implications:** Results cannot only help universities to educate their teaching personal in respect of a proper practice of deterrence and detection means, but also to demand for a broader application of such means.

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[Session 2c] The impact of incentives on participation and data quality in an online survey about student fraud

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Time: **13:30-15:30 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

van Veen, Floris; Sattler, Sebastian (both Bielefeld University, Germany); **Göritz, Anja** (University of Freiburg, Germany)

Precise question: How to improve data quality and completion rates in online surveys? **Methods/Data:** We conducted an online experiment in which 1,750 students were randomly assigned to 1 out of 4 treatments and a control group. One group received a postal prenotification for the survey along with a prepaid voucher, another received a postal prenotification and a postpaid voucher. A third received a postal prenotification and a prepaid 5 EUR bank note and a fourth group solely received a postal prenotification. One week later all groups received an email with an access link to the study. The control group was solely invited via e-mail. Dependent measures were completion rate, item-nonresponse, straightlining and willingness to self-report sensitive information. Furthermore, sample composition was validated through external data. **Results:** Logit models show Group 3 (prenotification & bank note) significantly outperformed all other groups with respect to completion. Treatment had no effect on straightlining. The overall amount of straightlining, however, was low. Regression models for count data revealed item-nonresponse to be the lowest in Group 2 (postpaid voucher) followed by Group 3 (cash). Most groups differed from one another in item-nonresponse, whereby all treatment groups were superior to the control group. Finally, treatment had no significant effect on respondents' willingness to disclose sensitive information. Issuing a bank note had a small effect on sample composition as it seems to be especially appealing to younger students. **Implications:** This is one of the first experiments that tests the effect of a prepaid cash incentive on participation in an online study. We are able to show that including a bank note roughly doubles completion and also enhances the overall data quality. We therefore advocate the use of prepaid cash incentives. As there was no difference in the willingness to self-report sensitive information, the different treatments seem to be neutral to respondents' perceptions of anonymity.

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[Session 2d] A survey of community college faculty, their teaching methodologies and congruence with student learning needs

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Time: **13:30-15:30 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Rahmani, Masumeh (Islamic Azad University, Iran)

Precise question: National movement for greater quality in education has increased concerns about student learning and the effectiveness of teaching for the community college. Faculty are responsible for student learning, yet criticized for using ineffective teaching methods despite limited data on community college teaching practices. The purpose of this study as to gain a descriptive understanding of current teaching practices in three community colleges. **Methods/Data:** This single-phase study used concurrent mixed- method exploratory research design. A purposeful sample of 120 community college faculty cross three colleges in Iran were surveyed about what methods they used, how they perceive their teaching effectiveness, what motivates them to change, and why they teach as they do. This study also identify what methods community college faculty use in classroom, understand their perspective of teaching effectiveness, distinguish what faculty development activities are important to them, and discover what motivates them to participate in professional development activities. This study provided data that indicate that faculty is incorporating the strategies recommended by the literature to engage students and increase student success. This study was grounded in the framework of Bandura's self-efficacy to enhance an understanding of the faculty's perspective of improving teaching and learning. **Results:** Descriptive statistics and inductive analysis of mix-method data led to key findings indicating that faculty were incorporating diverse and learner-centered strategies and using a variety of assessment methods. Despite feeling that good teaching is not rewarded by their colleges, faculty found participating in professional development and trying new methods beneficial to their teaching. The data indicated that better ways to evaluate teaching effectiveness are needed, along with better ways to evaluate student success at community colleges. **Implications:** This study benefits students, faculty, and community colleges nationally by providing research data to help inform and encourage administrative vision, support and policies relating to faculty development and learner-centered programs to increase student engagement and success.

[Session 2e] Efficiency evaluation of teaching and learning strategies using DEA

Time: **13:30-15:30 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Klumpp, Matthias (University of Duisburg-Essen, Germany)

Precise question: In general, efficiency in higher education is an important and frequently stated research topic (Worthington & Higgs, 2011), especially in the context of rankings and other university strategy discussions (Shin & Toutkoushian, 2011, 4). But most efficiency analysis research outputs focus on a macro level regarding university institutions of faculty level indicators such as budgets, staff as well as corresponding outputs as publications, graduates and third party funding (e.g. Sarrico, Teixeira, Rosa & Cardoso, 2009). But little research is conducted and published on quantitative efficiency analysis on a class-room level in terms of teaching and learning efficiency. This article will contribute to the question of how to measure class-room efficiency in higher education teaching and learning. **Methods/Data:** The used method is the standard data envelopment analysis (DEA), frequently used for service production and higher education settings (cp. Taylor & Harris, 2004). Data is compiled for the exemplary case of courses at the University of Duisburg-Essen as well as the University of Applied Sciences in Essen regarding participation, evaluation and exam indicators. Explanatory indicators regarding the use of e-learning, profiles of lecturers as well as scheduling and timeframes are introduced and tested against the analyzed teaching and learning efficiency. **Results:** The research contributes first ideas and discussions about measuring efficiency in teaching and learning on a class-room level. Second the preliminary data will provide first hints as to which forms of teaching and learning may be more efficient than others. **Implications:** Depending on the efficiency evaluation results important strategy development hints for teaching as well as learning regimes may arise from this research.

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[Session 3a] A quantitative survey. Plagiarism in German colleges: Awareness and behaviour

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Time: **17:15-18:45 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Ginsz-Kieffer, Hélène (COMPILATIO.NET, France)

Precise question: After the scandal of the German Defense Minister accused of having plagiarized his thesis, what kind of awareness and behavior students have developed in German colleges? **Methods/Data:** Type of Survey: quantitative questionnaire of 25 questions. The questions' order will bring the interviewee (student) to think about the appearance of the phenomenon of plagiarism in society, and in his own environment. The questionnaire will be used at a minimum of 5 German colleges with a goal of 1000 interviewees. It contains questions about 1) Plagiarism in society and the Guttenberg case; 2) Plagiarism considering fellow students; 3) own behavior, as a student, towards searching and plagiarism; 4) General information about the interviewee. **Results:** The results will be collected during the month of November. Results are on our website, and e-mailed to anyone interested in it. **Implications:** Issues of that survey: Did the plagiarism scandal of Guttenberg influence the awareness and the attitude about plagiarism in German colleges? May students know the methodology of writing an academic paper in theory and in praxis? How do students differentiate between "Copy&Paste" and plagiarism? May a "typical student" tending to plagiarize exist?

[Session 3b] Cultural differences regarding expected utilities and costs of plagiarism – preliminary results of a three-country-comparison

Time: **17:15-18:45 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Platje, Joost (Opole University, Poland)**; Burkatzki, Eckhard** (International Graduate School Zittau; Germany)**; Gerstlberger, Wolfgang** (University of Southern Denmark, Denmark)

Precise Question: There exists an implicit consensus in plagiarism research that plagiarism, even among students, is not a crime of passion but of calculation. This means that actors calculate the utility and costs of their deed and compare it to the utility and costs of non-plagiarizing before they draw the decision whether to plagiarize in a given situation or not. Against the background of these considerations, the study presented asks for cultural variations regarding the perceived utilities and costs of plagiarism. (1) Do students belonging to different organizational entities perceive the utilities and costs of plagiarism in a different way? (2) Could variances of the prevalent willingness to plagiarize, measured on the aggregate level of an organizational entity, be explained by cultural variances in the perception of the utilities and costs of plagiarism? **Methods & data:** To answer these questions the findings of an empirical investigation are presented comparing expected utilities and costs of plagiarizing behavior between students of different European countries. Data of investigation stem from a standardized written survey that has been conducted at different universities in Poland, Germany and Denmark. The choice of the universities followed within the frame of a non-random sampling procedure. Hence it cannot be claimed that the Polish, German and Danish student samples are representative for their countries. Nevertheless the country specific student samples share common features with representative samples of the corresponding European populations, especially with view to the average level of generalized and institutional trust. To make the student samples comparable data within each sample have been weighted according to a similar pattern of socio-demographic stratification. Methodically the investigation is based on bivariate statistics, Principle Component Analyses and Multiple Regression. **Results:** The empirical findings show that regarding both the average willingness to plagiarize and the differential perception of utilities and costs of plagiarizing there exist significant differences between the student populations of investigation. Above this analyses show that both on an aggregated and on an individual level observed variances concerning the willingness to plagiarize could be explained by varying perceptions of the utilities and costs of plagiarism. **Implications:** Presuming that the empirical findings are valid one can conclude that in universities with different cultural shape strategies of preventing plagiarism should take into account students' culture-specific perceptions of utilities and costs of plagiarism.

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[Session 3c] Plagiarism prevalence among medical students; facts from the study

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Time: **17:15-18:45 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

Bilic-Zulle, Lidija; Petrovecki, Mladen (Rijeka University School of Medicine, Croatia)

Precise question: What is the prevalence of plagiarism among medical students? **Methods/Data:** As a part of our first original research project in research and academic integrity (yrs. 2001–2006) (Bilić-Zulle et al, 2005 & 2008) we analyzed students willingness to plagiarize, measured factual extent of plagiarism in their essays and investigated how warning on plagiarism prohibition influence its rate. During mandatory course of Medical Informatics at the Rijeka University School of Medicine, all medical students during three academic years (N=295) wrote an essay (in Croatian, using MS Word) based on one of four recommended scientific papers from Proceedings of the 4th Symposium of Croatian Society for Medical Informatics (1999). Two papers were available as hardcopy only and the other two also in e-form from Department's web page. Student essays were compared to sources using WCopyfind plagiarism detecting software (Bloomfield, 2011) and text similarity rate was calculated. Students from the 1st study year were explained that essay had to be an original student paper. Students from the 2nd study year were additionally clearly prohibited to copy/paste from the original text or other sources, and students from the 3rd study year were additionally warned that essays would be analyzed by plagiarism detection software and consequently, students who had plagiarized would be penalized. **Results:** Analysis of N=290 submitted essays revealed that 140 (48 %) students plagiarized more than 10% of an original text and average proportion of plagiarized text was 7 (0 – 84) % (median, 5th – 95th percentile range). No difference was found between students' gender or format of source paper (electronic vs. hard copy) but warning on detection software usage with subsequent penalties had prominent effect. Students of the third year of the study plagiarized significantly less (17 %, 21 %, and 2 %, respective to academic/study years, i.e. level of warning, $P < 0{,}001$). **Implications:** Study clearly proved that plagiarism is present among (medical) students. Without strict integrity rules, routine usage of plagiarism detection software, and penalty threats for perpetrators, plagiarism among (medical) students is highly expected.

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[Session 3d] What keeps students from plagiarizing? Using a survey on student fraud to explain the detection probability

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Time: **17:15-18:45 (Feb 8, 2012)**
Location: "**Plenarsaal" at ZiF**

van Veen, Floris; Sattler, Sebastian (both Bielefeld University, Germany); **Schulz, Sonja** (University of Mannheim, Germany)

Precise question: Rational choice theory is a powerful approach to explain fraudulent behaviour (Becker 1968; Michaels/Miethe 1989; Tibbetts 1997). The (subjective) detection probability along with severity of punishment serves as one key variable of deterrence. Until now no light has been shed on which variables affect detection probabilities and how detection probabilities are formed by the respondents. We aim to answer these questions and therefore our research question is the following: How can subjective detection probabilities be explained? **Methods/Data:** We are using two datasets on cheating in academic contexts. Sample 1 consists of 226 students, sample 2 of 2671 students. Regression analysis is used for model estimation. Variables on the individual and contextual level serve as explanatory variables: E.g. self-efficacy, risk preferences, framing effects, differential association and the effectiveness of deterrence procedures. **Results:** In Sample 1 a significant impact on detection probability was found for moral condemnation, announcement of plagiarism detection software, peer behavior and peer hints. In sample 2 the model of sample 1 was reproduced in the first instance. Except for general risk preferences and age, all variables have a significant impact on the detection probability in sample 2. However, sample power is very high and some of these effects are rather small. Announcement of using software and search engines to detect plagiarism clearly has the biggest impact on detection probability. Adding an indicator for having been detected in the past also shows significant effect. **Implications:** The implications are pretty straightforward. Announcement of detection software proves to be the single most important mean to increase subjective detection probability. This is an important finding for practitioners and teaching staff and others aiming at decreasing student fraud. However, combating student fraud should always go along with steps in helping to enable students to succeed in their study without resorting to student fraud.

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[Session 4a] Ethical perspectives from key stakeholders on enhancing academic performance with prescription stimulants

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Time: **13:30-15:30 (Feb 9, 2012)**
Location: "**Plenarsaal" at ZiF**

Forlini, Cynthia; Racine, Eric (both Institut de recherches cliniques de Montréal, Canada);

Precise question: Studies are showing a trend in the prevalence of and motives for non-medical uses of prescription stimulants by university students (Wilens et al., 2008). One such motive is the improvement of academic performance through increased alertness and concentration (Teter, McCabe, Cranford, Boyd, & Guthrie, 2005) (often called "cognitive enhancement" (CE)). Qualitative exploration of CE could bring insights into the contextual factors, values and ethical perspectives related to academic performance, from a stakeholder point of view, to further understand the non-medical use of stimulants in this population. **Methods/Data:** Sixty-five stakeholders (university students, parents of university students and healthcare professionals) discussed the topic of the non-medical use of stimulants for CE during nine focus groups. The discussions were prompted with a sample of print media articles and their content was coded systematically. Coding captured ethical and social issues as well as position (for or against) the issue of CE and was followed by a thematic analysis of the reasons justifying each position. **Results:** Stakeholders identified a range of ethical and social issues related to CE in general. Academic performance as such was discussed as a function of 1) autonomous or coercive decision-making in competitive environments (Forlini & Racine, 2009); 2) authenticity of enhanced learning; and 3) fairness of an enhanced performance in the academic setting (Forlini & Racine, under review). Stakeholder perspectives tended to reflect that, despite beliefs in autonomous choice, students are subject to enormous social pressures that may promote conformity in seeking CE. The values of effort and honesty of students were closely linked in discussions of enhancing academic performance yet participants demonstrated ambivalence in explaining how and why CE affected these aspects of performance. **Implications:** The perspectives and experiences of stakeholders in our study suggest that there are problematic ethical issues in enhancing academic performance, notably regarding feelings of pressure in competitive environments and ambivalence regarding authenticity and fairness of enhanced performances. These findings can inform future discourses, research, university authorities and potential policies on the non-medical use of stimulants for CE in university students.

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[Session 4b] The effect of students' cognitive test anxiety on the intention and use of cognitive enhancement medication

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Time: **13:30-15:30 (Feb 9, 2012)**
Location: "**Plenarsaal" at ZiF**

Sattler, Sebastian; **Wiegel, Constantin** (both Bielefeld University, Germany);

Precise question: Why do students use prescriptive drugs to enhance their cognitive capacity without medical necessity? Test anxiety impairs exam performance and in long term comes along with drawbacks of individuals' employment or vocational career (Zeidner 1998). Therefore the question arises whether students (mis-)use enhancing drugs to cope with their test anxiety. **Methods/Data:** CAWI-surveys were conducted using two random samples of students (N1=1,734, response 18.3%; N2=3,973, response 11.2%) and one panel study (N3t1=5,882, response=53.5%; N3t2: n=3,486, response=69.1%). Different measures were used to access intended use as well as prior cognitive enhancement behavior. **Results:** More than one fifth (N1: 25.1%) or one fourth (N2: 23.1%) of the respondents were prone to use enhancers. They especially preferred drugs to enhance their ability to concentrate. Strong positive effects of cognitive test anxiety (N1: OR=2.071; N2: OR 1.761) on the proneness to take enhancers can be observed – controlling for sex and age effects. 2.3% (N3) of all students admitted that they used enhancers during the past 6 months. Worry is a strong predictor for past cognitive enhancement (e.g. OR=1.983 for past 6 months use). Using panel data (N3) and a measure for cognitive test anxiety (in t1) prior to the measure of the incidence of medication (measured in t2), the frequency of medication use increased when also worry increased (IRR = 2.456). Besides the effect of test anxiety, self-perceived academic competences, risk attitudes as well as expected side effects influenced the proneness as well as the incidence to use cognitive enhancers. **Implications:** Due to the high proneness to take enhancers preventive means can be discussed. The implementation of special courses for students to cover test anxiety may be one possible solution.

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[Session 4c] Regulating Student Enhancement: On the Justifiability and Likely Success of Restrictive Policies

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Time: **13:30-15:30 (Feb 9, 2012)**
Location: "**Plenarsaal" at ZiF**

Danaher, John (Keele University, UK);

Precise question: How should universities cope with developments in cognitive enhancement? This paper addresses this question in two parts. The first part argues that the university needs to be understood as regulatory environment. A regulatory environment is any environment in which regulators: (a) send signals denoting preferred standards of conduct to regulatees; and (b) enforce those standards of conduct amongst the regulatees. In order for regulation to be successful, the signals and enforcement must create good incentives for the regulatees. In order for regulation to be justified its aims must morally permissible. The second part considers how the regulation of enhancement within the university can be both successful and justified. Focusing initially on justifiability, it argues that although there may be no good reason to oppose enhancement in general, there are good reasons to restrict its use within the university environment. This is because by the analogy between competitive sports and university assessments, although often rejected, is compelling. Turning then to the issue of regulatory success, it argues that although the restriction of enhancement may run counter to the "natural" incentives of most students, an environment can be created in which these incentives are overcome.

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[Session 4d] The decision of students to consume cognitive enhancers: Normative frames, benefits and cost of consuming brain doping medication

Time: **13:30-15:30 (Feb 9, 2012)**
Location: "**Plenarsaal" at ZiF**

Sattler, Sebastian; Sauer, Carsten (both Bielefeld University, Germany)**; Mehlkop, Guido** (University of Erfurt, Germany)**; Graeff, Peter** (Goethe University Frankfurt, Germany)

Precise question: While the usage of drugs to enhance cognitive performance is on the rise, theory driven research is rare on mechanisms explaining why people take cognitive enhancement (CE) medication. We adopt a decision model, which addresses the assumptions that people deliberate on benefits and costs of consuming CE medication. This model also includes the influence of social norms within such a rational choice. **Methods/Data:** In order to test the decision model, a factorial web survey was implemented. The sample consists of 3,209 randomly drawn students in four German universities. The quasi-experimental factorial setup, describing a scenario, provided an exact assessment of expected benefits (improvement of cognitive performance) and costs (side effects) incurred when prescription drugs are taken for CE. Norms against CE were measured using a multiple item indicator. **Results:** About two out of five respondents (39%) agree on taking a cognitive enhancer as described in the vignette. Increasing utility significantly raises the probability of taking CE medication, while the internalization of social norms decreases the proneness. There is also evidence that utility of CE and norm obedience interact both, negatively and positively. Our extended rational decision model explains CE behavior. There are strong indications for different types of CE decision patterns. One pattern is the rational deliberation of utility on the one hand and normative beliefs on the other hand. A second pattern is observable for strict non-users with a strong internalization of social norms against CE use, which leads to a discount of potential benefits. In a more seldom pattern, strong disagreement with the norm results in automatic-spontaneous using of CE while decreasing disagreement leads to more deliberation on risks and costs of CE. **Implications:** Results suggests that our theoretical approach for describing the determinants of brain doping is valid. One important insight of our results yields to the effects of social norms within the decision to use CE medication. One can derive preventive means to cope with negative consequences of brain doping (e.g. side-effects).

[Session 4e] Statistical survey models for sensitive items. Measuring the prevalence of morally questionable behavior of students

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Time: **13:30-15:30 (Feb 9, 2012)**
Location: "**Plenarsaal" at ZiF**

Sattler, Sebastian (Bielefeld University, Germany)**; Graeff, Peter** (Goethe University Frankfurt, Germany)

Precise question: How can sensitive behavior (such as Cognitive enhancement) be measured correctly in order to get valid estimates of its prevalence? „A question is sensitive when it asks for a socially undesirable answer, when it asks in effect, that the respondent admits he or she has violated a social norm" (Tourangeau& Yan 2007, 860). Cognitive enhancement behavior is the use of prescription medication to enhance cognitive performance without medical necessity and plagiarism can be defined as the presentation of ideas or quotations of others as own work. Both behaviors violate social norms (e.g. concerning fairness) and are of sensitive content in survey research with an increased likelihood of item-non-, unit-non-response or response bias. **Methods/Data:** The prominent Randomized Response Technique (RRT, e.g. Warner 1965; Greenberg et al. 1974) preserves objective anonymity for respondents by applying a random device (such as a spinner or coin) when respondents have to choose between optional answers in a questionnaire or an interview. This classical technique has several drawbacks. New techniques (Yu et al. 2008) warrant anonymity not by applying a random device but by providing item options. These techniques are easier to apply since a random device is no longer necessary. In the experimental study, several techniques are compared using data from an ongoing PAPI class room survey study among students. **Results:** Preliminarily results imply that respondents tend to answer more truthfully if anonymity techniques are applied. **Implications:** Theoretical explanations imply that RRT bears potential for improvement that must be considered in forthcoming studies, but are harder to apply compared to non-randomized variants. So, the application of the newer techniques is recommended.

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[Session 5a] Plagiarism in Pakistani universities: Practice, causes and implications

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Time: **17:15-18:45 (Feb 9, 2012)**
Location: "**Plenarsaal" at ZiF**

Atta, Ullah (International Islamic University Islamabad, Pakistan)

Precise question: Why students of higher education in Pakistan plagiarize? **Methods/Data:** The study was designed to investigate the underline causes of plagiarism in higher education institutions in Pakistan. In order to address the research question of the study, quantitative research method was employed. The study was delimited to International Islamic University Islamabad, Pakistan. The population of the study was consisted of all the Post graduate Students/Research scholars of International Islamic University Islamabad. Stratified sampling technique was used. Ten students/research scholars were selected randomly from each selected department of the university. The data was collected using questionnaire, prepared on five points likert scale. Chi-square statistical technique was used for analyzing the data. **Results:** the analysis of the data revealed that main reasons due to which student plagiarize in Pakistan are; lack of awareness about plagiarism, unhealthy competition factors, lacking research skill, misappropriate use of citations, extrinsic motivating factors i.e. getting good grades, jobs and fear of failure etc. intrinsic motivating factors are also the causes of plagiarism at higher educational institutions in Pakistan e.g. most students are found vulnerable in time management. Most students did not possess sufficient organizational skills necessary to complete a large research project. Inadequate monitoring system at university level for capturing plagiarism cases of student assignments is also a reason for that. **Implications:** in order to combat plagiarism in universities, awareness campaign regarding plagiarism and its negative effects should be launched. Special workshops, seminars should be arranged in these institutions to explain the concept of plagiarism and copy right rules. Curriculum/syllabus should be modified at secondary and tertiary level to enhance students understanding of ethical contemplation. More concentrations should be given to enhance writing skills of students. Parents should stop unnecessary high expectations from their children. Efforts should be made to strengthen intrinsic motivating factors of students instead of extrinsic factors.

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[Session 5b] University students' perceptions of plagiarism

Time: **17:15-18:45 (Feb 9, 2012)**
Location: "**Plenarsaal" at ZiF**

Arikan , Arda (Akdeniz University, Turkey)**; Köse, Özgür** (Middle Eastern Technical University, Turkey)

Precise question: An earlier study conducted into exploring the perceptions of Turkish university students on plagiarism while evaluating the effectiveness of an online application used to deter plagiarism revealed a mixed response to the idea of deterring plagiarism through the use of online applications. Furthermore, students' perceptions of plagiarism revealed that students were mostly unconcerned about the seriousness of plagiarism. This present paper reports on the results of a follow-up study exploring 100 university students' perceptions of plagiarism. **Methods/Data:** A survey consisting of 25 questions was filled by 100 university students anonymously. The questions aimed to understand participants" perceptions on the acts considered plagiarism and to find out their reasons for plagiarizing, to determine how frequently and to what extent students commit plagiarism. All participants were previously informed that their participation was voluntary and that the protection of confidentiality was strictly ensured. The questionnaire's internal consistency was found by using the Cronbach's alpha value. **Results:** The findings continue to generate surprise as university students, while seeming to be unconcerned about the seriousness of plagiarism, mainly claim that time constrains and deadlines give them no time to think about paraphrasing or writing the references carefully. However, it is also obvious that they do not consider certain acts as plagiarism out of not being knowledgeable on what plagiarism actually is and which specific acts are considered as plagiarism. **Implications:** In considering these findings, this paper argues that students should be given seminars about plagiarism and software and Internet applications like Turnitin can be used to by faculty and students to raise consciousness about what plagiarism is while enabling students evaluate their work in progress.

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[Session 5c] Predicting the number of plagiarism cases using an extended rational choice model

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Time: **17:15-18:45 (Feb 9, 2012)**
Location: "**Plenarsaal" at ZiF**

Sattler, Sebastian (Bielefeld University, Germany)**; Graeff, Peter** (Goethe University Frankfurt, Germany); **Willen, Sebastian** (Bielefeld University, Germany)

Precise question: Plagiarism is a fraudulent behavior that comes up with several negative drawbacks, e.g. plagiarists do not enhance their academic competences and universities need to spend resources to uphold fairness. As public institutions guaranteeing the quality of academic education, universities need means curbing plagiarism. This study tries to answer the question – theoretically and empirically – how rational choice theory (RCT) contributes to explain the occurrence of plagiarism and the process of decision making. Students can decide between plagiarism and honestly written papers. Here, students take benefits (time-saving) and costs (penalties) into consideration. Classical RCT models need an extension to address the impact of factors such as norms and opportunities which are known to be influential in decision making. Besides practical implications, this study also wants to contribute to the too less analyzed interrelation of individual determinants in decision making (Kroneberg et al., 2010; Mehlkop and Graeff, 2010; Tittle et al., 2010). **Methods/Data:** We tested our model using data from a three-stage random sample (step 1: selection of German universities; 2: academic disciplines; 3: students). Data of 2,806 students, who participated two times in two sequent terms in our panel study, were used to explain the number of plagiarism cases within six months. **Results:** Expected utility of plagiarism and the number of opportunities increased the number of plagiarism cases within 6 months, while internalized social norms decreased it. Additionally, utility and opportunity interacted positively. This finding can be interpreted as temptation to plagiarize. **Implications:** Our study shows that an extended rational choice model, which also incorporates norms proscribing a certain plagiarism and opportunities to conduct it, can be used to explain this cheating behavior. Our study also provides recommendations for curbing plagiarism such as the need for an enhancement of academic writing and time management skills of students. A threatening effect can be utilized to reduce plagiarism by intensified application of plagiarism detection software or searching engines.

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8. POSTERSESSION – Abstracts

[Poster session] Cheating among university students: Who should be blamed students or teachers?

Time: **11:00-12:30 (Feb 9, 2012)**
Location: **in front of "Plenarsaal" at ZiF**

Muhammad, Shah; Bhutto, Niaz Ahmed (both Sukkur Institute of Business Administration, Pakistan)

Precise question: Much research has already been done on the part of factors that are causing cheating like to get ahead of other class fellows, opportunity to cheat (Simkin, 2010), furthermore, the honor code also plays important role (Roig, 2006). We aim to find out the relationship between students' perceived lack of interest of teacher in teaching, lack of supervision by management in organizing examinations with the cheating behavior of students. **Methods/Data:** We have surveyed three public sector institutes of Sindh, (Sukkur Institute of Business Administration, Sardar Ghulam Muhammad Mahar Medical College, and Shah Abdul Latif University Khairpur), the sample comprised of 300 respondents randomly selected, 100 from each institute, we shall apply logistic regression analysis to find out impact of above mentioned variables on the probability that students will cheat. **Results:** We expect significant relationship between students' perceived lack of interest of teacher in teaching and lack of management supervision with student cheating. **Implications:** Although students' personal traits also play role in cheating (Rettinger, 2009), but still we need to know the relationship of such variables as mentioned above with cheating behavior. Based on significance of variables policy recommendations will be made.

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[Poster session] The relationship between chronic stress, cognitive enhancement and social support

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Time: **11:00-12:30 (Feb 9, 2012)**
Location: **in front of "Plenarsaal" at ZiF**

Dockery, Colleen (University of Tuebingen, Germany)**; Sattler, Sebastian** (Bielefeld University, Germany)

Precise question: Currently the use of medications for cognitive enhancement (CE) has gained attention due to concern over the physical, social and political implications. Generally studies have focused on the prevalence and types of use; however, here we evaluate factors that modulate CE use. We predicted that since the higher cognitive functions which are under performance demand share similar brain activity networks as those related to stress responsivity, then perceived chronic stress could be a predictor for CE use (cf. Weyandt et al. 2001). The role of social support was also taken as a possible modulator due to previous findings in which it serves as a buffer to the negative effects of stress. **Methods/Data:** We contacted 5,048 randomly selected students from four German universities in different academic disciplines using a CAWI survey. In the first sample, 3,487 responded to the survey (69.08%), and after 6 months, of the 3,020 students who completed the initial survey 2,466 responded (81.66%) to the second survey. The analytical sample consists of 2,225 students. **Results:** The higher the reported chronic stress, the more likely is the use of CE. While social support alone has no main effect on CE use, social support and stress interact negatively. In men, more support is associated with a higher chance of CE use, while for women social support reduces it. **Implications:** Based on evidence from a large cohort, the relationship between chronic stress and CE use suggests that a higher perceived stress indicates susceptibility for misuse of medications in student populations. The negative effects of stress can be moderated, at least for females, by social support, whereas with males the number of supporters seems to be a possible driver of CE use. These findings can be informative as targets for greater public awareness. In future studies, order effects for the factors CE use and stress should be evaluated.

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[Poster session] Academic pressure risk factors that enhances student Fraud

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Time: **11:00-12:30 (Feb 9, 2012)**
Location: **in front of "Plenarsaal" at ZiF**

Agboola, O. Mary; Agboola, O. Phillips (both Eastern Mediterranean University, Turkey)

Precise question: Student fraudulent activities remain the same in principle but come in diverse methods due to huge cultural differences and/or believe across the globe. A number of researches have delved into motives behind academic cheating in ranging categories. An outstanding work is the work of Malgwi and Rakovski (2008) which presented a number of known academic pressure risk factors. The recognition of these factors provides no safe haven without an empirical solution. This paper intends to investigate the unidirectional correlation between academic pressure risk factors and student fraud in Eastern Mediterranean University to identify the most significant academic pressure risk factor. Therefore, we raise the question: Which factors among the risk factors will best reduce student fraud in Eastern Mediterranean University? **Methods/Data:** In this study, we used the qualitative method and survey model. The survey model uses a semi-structured questionnaire consisting of 12 open-ended questions to collect needed data for the research. Random selections of student across the faculties were interviewed using the same question in the questionnaire. In all we had around 100 student participants due to the nature of the topic. Descriptive analysis technique was used to analyze the data. STATA program was used for analyzing the data. **Results:** As regards the cases in this research, we identified the most significant pressure to commit academic fraud, on the part of student, is to save embracement from family. In a community were literacy is over 90% and enrolment into higher education is over 95% failing in higher education is an embarrassment to the family. **Implications:** This pressure of family member can be reduced if other forms of alternative education are well promoted.

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[Poster session] Affect and cheating behaviour

Time: **11:00-12:30 (Feb 9, 2012)**
Location: **in front of "Plenarsaal" at ZiF**

Benosmane, Naziha (Abdelhamid Ibn Badis University of Mostaganem, Algeria)

Precise question: Cheating in exams has become a serious phenomenon in our universities since the rate has largely increased these last years. The matter has urged teachers, administrators as well as researchers to make studies in the field and then look for immediate remedies. The present investigation is an attempt first to look for the main reasons that push students to cheat especially in the exams. Then, it investigates the relationship between cheating and affective variables among Algerian university students studying English. The question raised is: To what extent is affect linked to Students' cheating behaviour? **Methods/Data:** Four aspects of affect are surveyed: anxiety, motivation, attitude toward the English class and concern for grades. The study has been conducted through the use of a questionnaire given to the students. **Results:** The results obtained show that the affective factors have a great influence on students' behaviour, yet the concern for grades is the most prominent variable that pushes even some good students to cheat in exams. **Implications:** To reduce the cheating rate, teachers are the first responsible on the stage of educational contexts. They should give much more interest to their students' affect. It is their role to consider the cognitive as well as the affective side of the learners.

9. JOURNEY DESCRIPTION & MAPS

Journey description by air to Bielefeld

The nearest international airports are Hannover (110 km), Düsseldorf (190 km) and Frankfurt (320 km). In Düsseldorf and Frankfurt there are train stations in the airport, Bielefeld can be reached from these and any other major town by trains running on an hourly schedule (Eurocity train system: marked EC, IC or ICE on the train schedule).

German Airports:
http://www.german-airports.de/

Next airports:
Paderborn/Lippstadt and Hannover
If you arrive by plane, we would recommend the following airports (the ordering reflects our preferences):

Düsseldorf (approx. 190 km from Bielefeld)
At Düsseldorf airport there is a Skytrain which takes you from the terminal to Düsseldorf Airport Rail Station in approx. 5 minutes, departing frequently between 3:45 and 0.45 hours. Depending on the type of train you catch (direct or with change in Hamm or Duisburg) the journey takes 1 1/2 to 2 hours.

Frankfurt (approx. 320 km from Bielefeld)
There are intercity trains from Frankfurt airport to Bielefeld (departure at least every hour with a change in Cologne or Hannover - journey time approx. 4 hours).
There is also the possibility of changing planes at Frankfurt and flying from there to Düsseldorf or Hannover. This is generally more expensive and does not necessarily save time.

Hannover (approx. 110 km from Bielefeld)
The suburban tram line S5 takes you in 12 minutes from Hannover airport to Hannover train station. Intercity trains from Hannover to Bielefeld leave every hour. The journey takes approx. 50-60 minutes (it is not necessary to change the train).

Köln-Bonn (approx. 200 km from Bielefeld)
There is an hourly intercity train connection from Köln-Bonn airport to Bielefeld, taking approximately 2 1/2 hours.

Dortmund (approx. 110 km from Bielefeld)
You can either take a free shuttle bus from Dortmund airport to Holzwickede, which takes about 5 minutes and from there a local train to Bielefeld, changing in Hamm (travel time approx. 1 hour) or you take a shuttle to Dortmund main station (25 minutes) and from there a direct train to Bielefeld (travel time is a bit less than 1 hour).

Paderborn/Lippstadt
Paderborn-Lippstadt Airport is located very close to the country´s main road network. With just a stone's throw away from the motorways A33 and A 44 you will find excellent road links making access easy and very convenient.

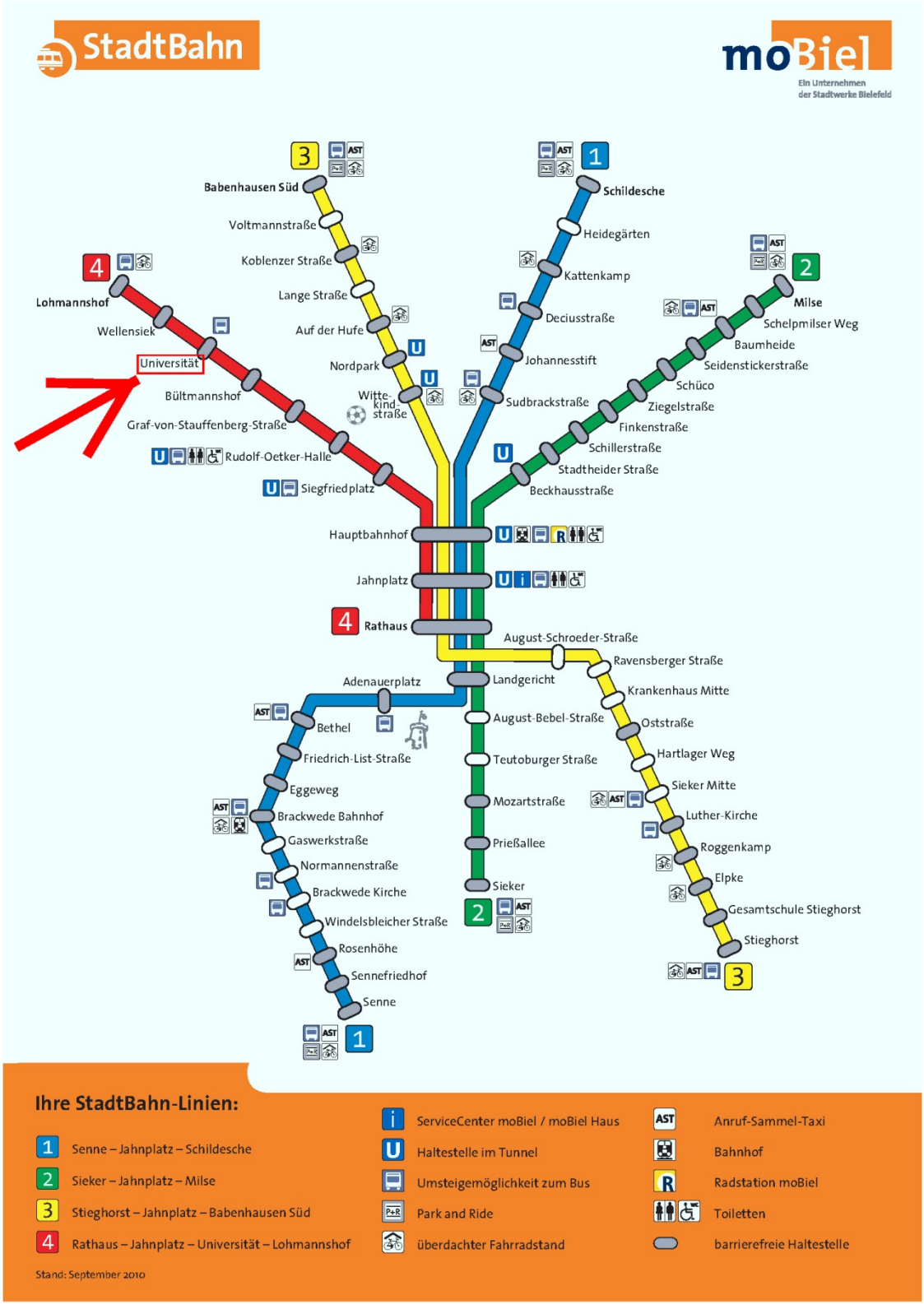
Journey description by car to Bielefeld University

By car, you can take the A 2 from Dortmund to Hannover, exit at "Bielefeld-Zentrum", follow the street signs towards the centre ("Zentrum"), and from there the University ("Universität") is signposted (see town map).

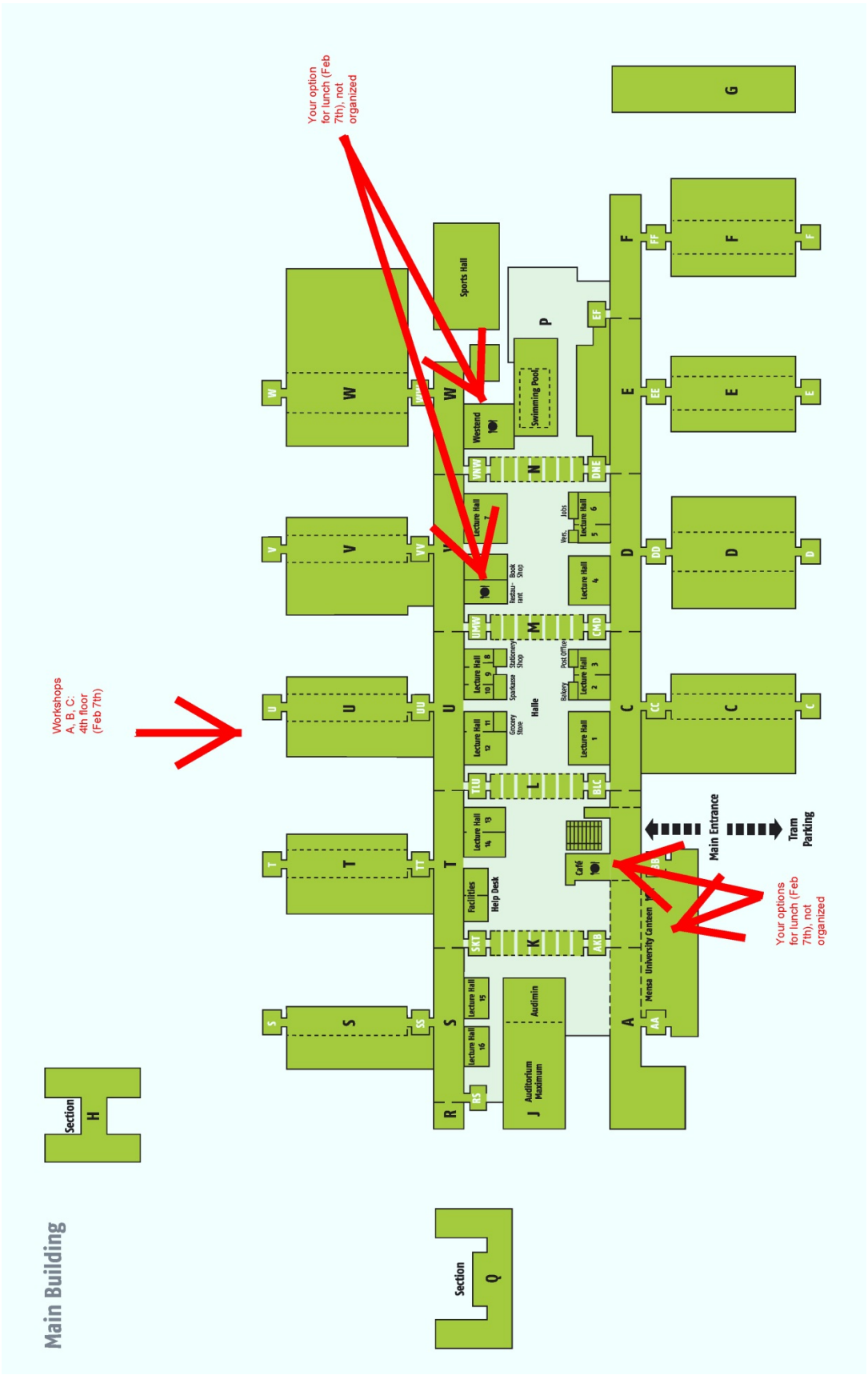


Journey description by train to Bielefeld University

Bielefeld is easy to reach (see below) both by car and by train: every hour an intercity train on the route from Cologne/Bonn to Berlin stops at Bielefeld Hbf. Then you take "Stadtbahnlinie 4" with direction "Lohmannshof" till "Universität" (7 minutes).



Journey description for Feb 7th – Pre-Conference (Bielefeld University)



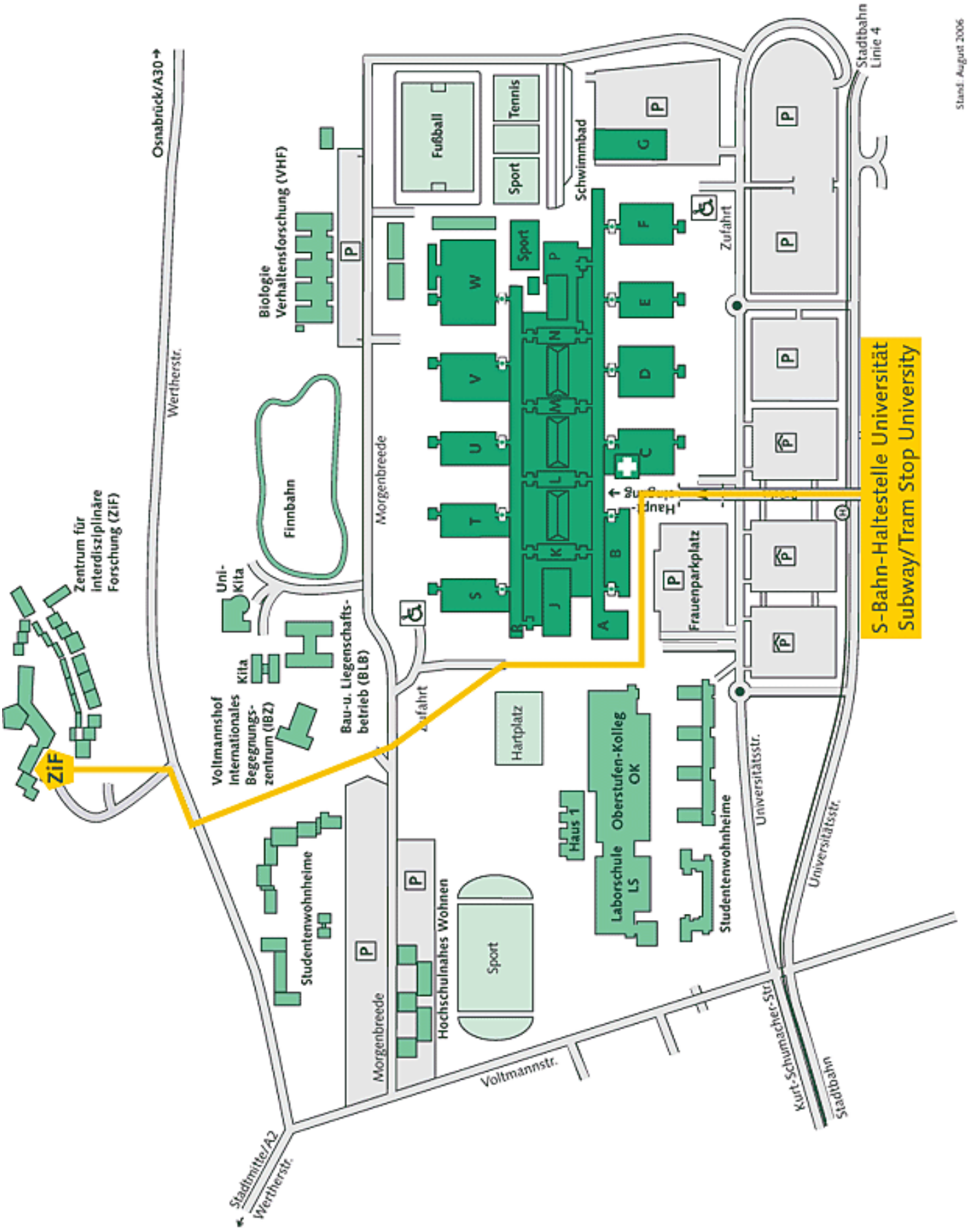
Journey description for Feb 8-9th – Main-Conference (Center for Interdisciplinary Research, ZiF)

Travelling by train to the Zif (map → see "Journey description by train to Bielefeld University")
Bielefeld is a town in northern Germany, located in the nice, hilly surroundings of the Teutoburger Forest. Bielefeld can be reached from any major town by trains running on an hourly schedule. From Bielefeld's main station you can either take a taxi to the ZiF (approx. 10 €) or take the underground tram line 4 (destination Universität or Lohmannshof). From the tram stop Universität you can reach the ZiF by walking (**see Overview Map 1**) up the hill behind the main building of the university (the way is signposted).

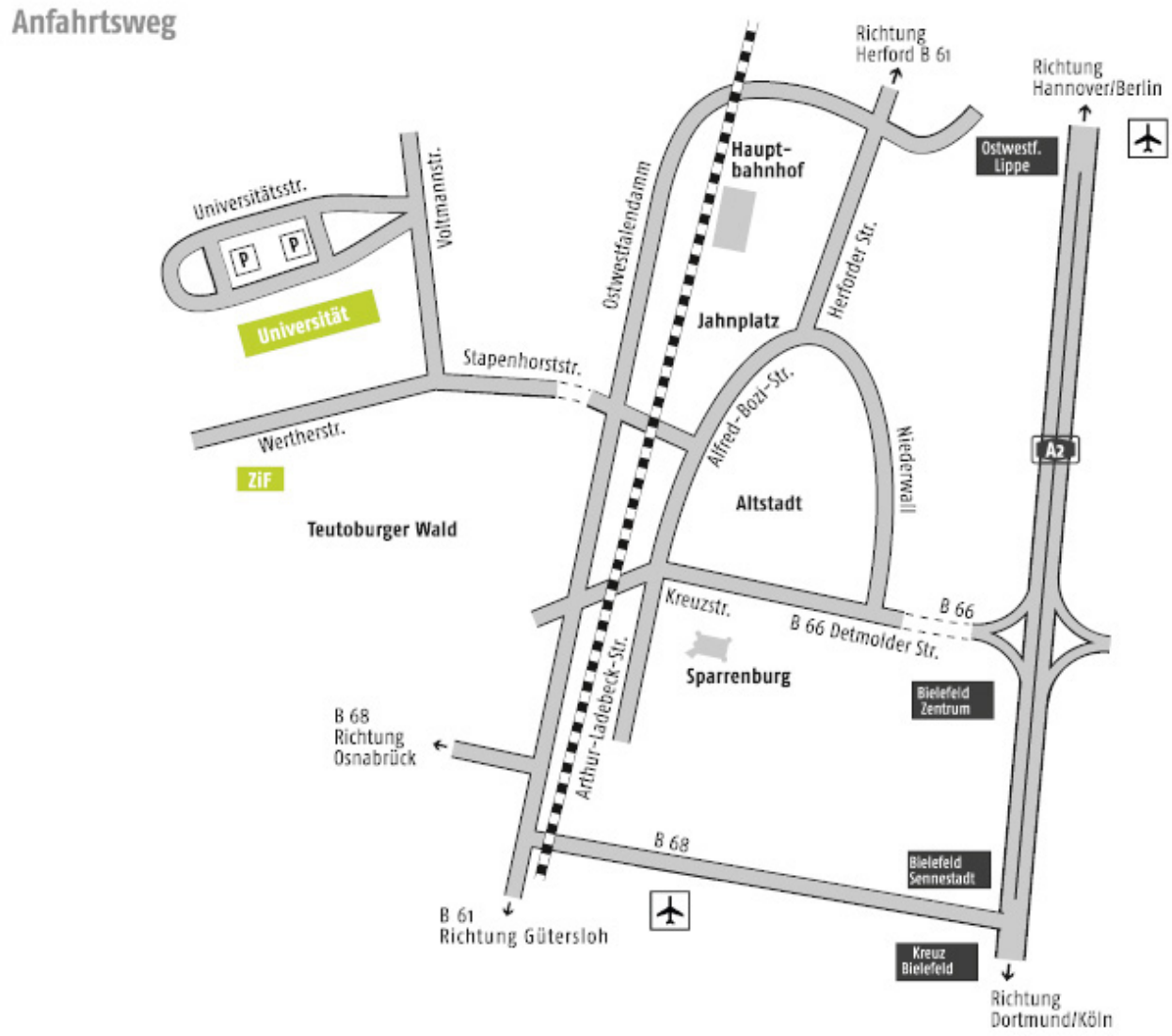
Travelling by car (map → see Overview Map 2)
By car, you can take the A 2 Dortmund - Hanover, exit at *Bielefeld-Zentrum*, follow the street signs towards the center *(Zentrum)*, and from there follow the signs to *Werther*. From the *Wertherstraße*, the *ZiF* is on the left side on the slope of the hill. The entrance is signposted.



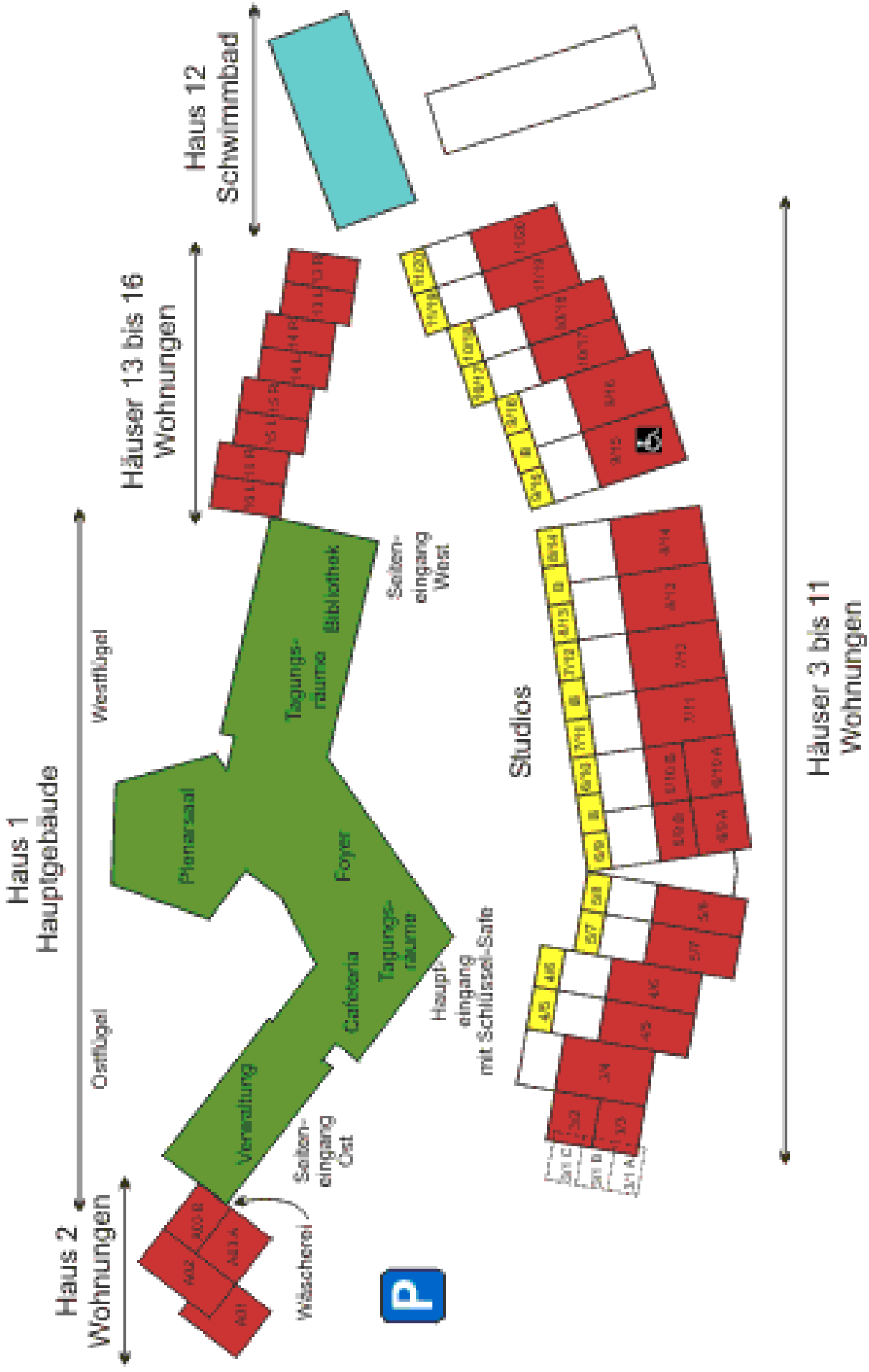
Overview Map 1 – University and ZiF



Overview Map 2



Overview Map 3 – ZiF



Journey description for Feb 9th – Social event 3 (dinner) at CASA starting at 19:30

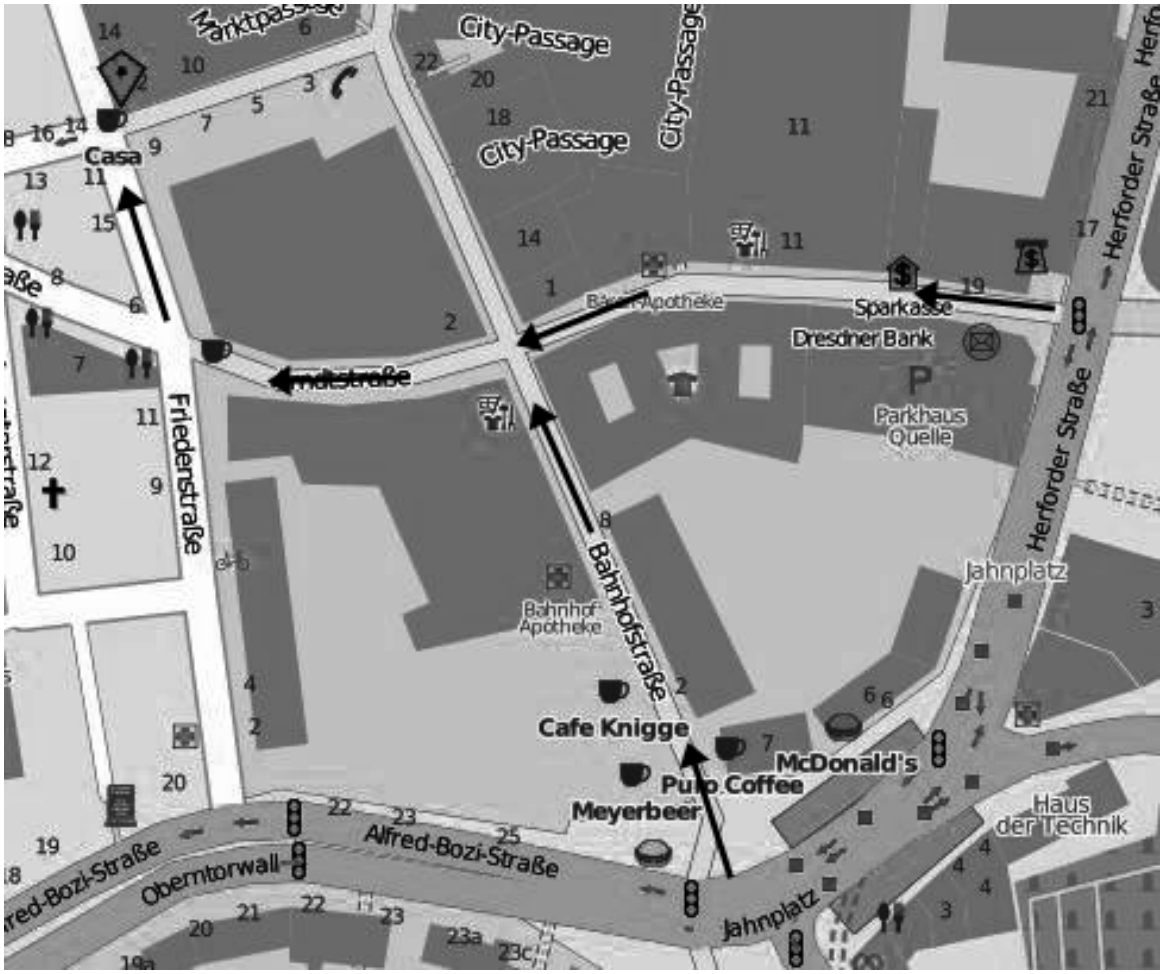
Dinner in a homey atmosphere. Food/drinks are on your own expense.

Address:

CASA
Karl-Eilers-Str. 12
33602 Bielefeld
Tel +49-521-3938118

How to arrive by tram (see map):

From Bielefeld University or ZiF you can take the underground tram line 4 (destination Jahnplatz). From this tram stop you can reach CASA by walking (5 minutes). If you get lost, just ask people on the street.



Journey description for Feb 9th – Social event 3 (live jazz music) at Bunker Ulmenwall starting at 21:30

Jazz-Jam-Session with different musicians in a local club; entrance: free
Drinks are on your own expense.

Address:

Bunker Ulmenwall
Kreuzstraße 0
33602 Bielefeld
Tel +49-521-136 81 70

How to arrive by tram:

From Bielefeld University or ZiF you can take the underground tram line 4 (destination Rathaus). From this tram stop you can reach Bunker Ulmenwall by walking (5 minutes). Or you can change at Rathaus to line 1 or 2 and walk (1 minute). If you get lost, just ask people on the street.

