

Joint International Conference on Ethics and Integrity in Academia: Plagiarism, Prevention and Pedagogy in a New Digital Era.



**Call for Chapter Proposals and Symposium 1
Academic Writing and Integrity in the Age of Diverse Higher Education**

Academic Writing and Integrity:

From theoretical foundations to practical applications

The expression “university literacy” defines a discipline interested in the teaching and learning of university-level discourse genres to understand the identities, practices, and power dynamics of this education milieu (Crahay, 2012; Guay et al., 2015; Hilsdon et al., 2019). It is gaining popularity with a focus placed on the contextual, social, and cultural dimensions of reading and writing (Delcambre, 2012). When addressing academic writing, Badger and White (2000) consider that it primarily pertains to the act of composing a text adhering to rules of vocabulary usage, syntax, and appropriate discourse markers. However, the production of a university-level text is not linear; it is an iterative process of expression and creation that does not only include the action of adding words on a blank page (Dobiecki, 2006). According to Tremblay-Wragg et al. (2021), academic writing involves back-and-forth movements between the planning of one’s work, the reflexive analysis of information, and the composition of the actual written product. In the digital era, this dynamic process implies the mobilization of digital scrapbooking strategies (DSS), represented by 23 cognitive actions categorized into three competencies: information searching, writing, and referencing (Peters, 2015). Any deficiencies observed, in these three categories of competencies, may result in university students plagiarizing, be it intentionally (Bergadaa, 2015) or unintentionally (Eaton, 2021), which impedes on the academic integrity of their work. The implicit linkage between academic writing and academic integrity, in a practical sense, triggers a reflection on the explicit intersections between these two fields of research.



The link between academic integrity and academic writing

According to Macfarlane, Zhang, and Pun (2014), academic integrity “encompasses the values, behavior, and conduct of academics in all aspects of their practice” (p. 339). In this regard, the International Center for Academic Integrity (2021) identified the following values that scholars and students should promote: honesty, trust, fairness, respect, responsibility and courage. These values can be assessed through tangible behaviors and conduct that are easily “detectable” in someone’s written work, for example, by adhering to proper referencing practices. Therefore, we contend that academic integrity and academic writing are closely linked, especially in the extensive body of literature that addresses plagiarism detection. As such, several studies examined the rates of plagiarism cases (Béland, 2020; Walker, 2010), the motivations behind plagiarism (Doss et al., 2016; Skaar et Hammer, 2013), and the means to detect plagiarism (Foltýnek et al., 2019; Mphahlele et McKenna, 2019). The cross-references between writing and integrity discourses are further evidenced by Jamieson and Howard (2019) who advocate for the distinction between intentional cheating conduct (i.e., academic ghostwriting) that represents a breach in academic integrity and unintentional behaviors (i.e., faulty citations) that should be treated as poor writing practices. In the same vein, there is a growing body of research that is moving away from detecting and punishing misconduct, and towards a greater focus on prevention or restorative practices (Eaton, 2021). *Diversity as a critical lens*

The current volume aims to explore the intersections between academic writing and academic integrity practices, policies and theory in increasingly pluralistic and heterogeneous higher education (HE) contexts. Arguably, the HE sectors in most developed countries are experiencing an unprecedented period of diversification of students and staff triggered by late 20th and early 21st century economic, demographic and political trends, such as internationalization (Adams, 2013; Wit 2014); massification (Tavares et al., 2022); equity, diversity and inclusion (Smith, 2014) and decolonization (Santos, 2017, Bhabra et al., 2018). These developments have raised important questions about social justice, access to education, representation, kinds and hierarchies of knowledge(s) which, in turn, challenge established practices of regulating and validating knowledge production, including in terms of academic writing and academic integrity. This volume responds to a gap in the broad field of academic integrity research which is currently dominated by the monocultural pedagogic and research concerns of mostly Caucasian and mostly anglophone scholars and practitioners (Eaton, 2022). It aims to open up space where established discourses on writing and integrity at all levels of HE are interrogated and reinterpreted through the lens of cultural difference.

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One analytic concept that can assist in this regard is that of ‘superdiversity’, introduced by Vertovec (2007). Although originally related to the processes of exponential migration of nationally, ethnically and culturally diverse populations into the UK since the 1990s (Vertovec, 2007), superdiversity has more recently been understood as a global phenomenon and has been applied variously to the integration of international students, migrant populations, underrepresented social groups or indigenous populations into higher education (Donahue, 2018; Donahue, 2023; Madiba, 2018).

Contributors to this volume are invited to use superdiversity, or related concepts that capture the cultural multiplicity of 21st century global HE, to critique academic writing and integrity in relation to any of the following sets of problems:

- student writing, assessment and literacy and their pedagogical implications;
- student support and development work, including as carried out by writing centers or skills units;
- HE sector and institutional policies regulating teaching and learning in and across disciplinary contexts;
- research practices in local and/or global contexts, including research ethics and collaborations;
- research development and supervision practices and pedagogies;
- writers’ identities, languages and voices in the context of disciplinary or inter-/transdisciplinary academic discourses.

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Symposium:

The Partnership on University Plagiarism Prevention (PUPP) will hold a conference in Gatineau in May 2024 that will include symposia modeled on the format of a Research-Education- Training scientific event¹. The goal of these symposia will be to foster collaboration between PUPP researchers and other researchers to facilitate publication in the field of research on integrity. For each symposium, ten to fifteen persons or teams (two or more researchers) will be invited to submit a contribution. Teams may be made up of researchers and/or doctoral students. The participants commit themselves to:

- Write on the theme established by the symposium coordinators;
- Submit a first draft of their paper three months before the symposium;
- Attend both days of the symposium in Gatineau/Ottawa, Canada;
- Read all other participants' papers before they arrive at the symposium to actively contribute to the discussions;
- Act as the lead speaker for one other paper, i.e., prepare more in-depth comments and questions about the paper;
- Rework their paper based on comments received at the symposium into a final version ready for publication;
- Meet the deadlines set by the symposium coordinators to ensure all papers are published in a timely fashion.

The symposium will provide an opportunity to discuss the papers and offer suggestions to the authors. When the symposium is over, the papers will be submitted to an editor for a joint publication in the form of a book that will have been preapproved to reduce any delays.

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Timeline:

September 1, 2023 **Chapter proposal (250 words)**

Chapter proposals (250 words) will be accepted in English only. Proposals must include a clear description of the research question and issues to be explored, the type of chapter (e.g., theoretical or research-based), and the anticipated length of the chapter.

October 30, 2023 **Response to proposals**

February 15, 2024 **First draft of chapter (3000-5000 words)**

Chapters must include a brief literature review of relevant sources following the APA referencing style, a clear description of the methodology, theoretical perspective, and/or research question. Chapter drafts will undergo a peer-review process amongst members of PUPP.

May 2024 **Symposium**

September 2024 **Final submission of chapters** **December 2024**

2024/January 2025 **Publication timeframe**

¹ Research Education Training:

<https://www.unige.ch/fapse/ref/application/files/5616/5779/7746/ref-regles-2023.pdf> (REF is the French acronym for Recherche Éducation Formation).

*Chapter proposals and enquiries may be submitted to:

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Co-Editors, [Partnership on the Prevention of Plagiarism \(PUPP\)](#)



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Joint International Conference on Ethics and Integrity in Academia: Plagiarism,
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Joint International Conference on Ethics and Integrity in Academia: Plagiarism, Prevention and Pedagogy in a New Digital Era.



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