



## ***Impact of Policies for Plagiarism in Higher Education Across Europe***

### **Plagiarism Policies in the Hellenic Republic (Greece)**

#### **Full Report**

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##### **1. Information sources**

Information about policies and procedures for plagiarism in Greece was collected through

- the three levels of on-line surveys;
- structured interviews with academics, university senior managers and individuals concerned with academic integrity and research at national institutions and organisations;
- Press articles and announcements
- On line documentation and web 2.0 media.

Interviews were conducted in three different ways: face to face, by telephone and via Skype with senior managers and other stakeholders from the Higher Education (HE) sector. The national level questions focused on national and institutional policies and procedures relating to plagiarism prevention and detection. Responses to the senior management questionnaire were collected from academics who were also serving as high rank administrators in their Universities (Department Heads, Deans or Vice Rectors) while the national survey was conducted with a very influential officer concerned with HE in Greece who has also served in other educational systems and countries. Information collected was used to put plagiarism in context with historical and recent developments in Higher Education in Greece and to examine how this has impacted on student plagiarism and academic integrity, at large. Perceptions and beliefs from university students, academic staff and senior management were collected from participants to online surveys and are presented in the current report, while in certain points excerpts have been included to introduce a sense of direct voices and evidence from country specific problems presented in this report.

Table 1 summarises the responses received to different elements of the survey.

Country	Student Questionnaire responses	Teacher Questionnaire responses	Senior Management and National	Student Focus Groups	Organisations and Institutions			
Hellenic Republic (Greece)	63	14	2	0	8			
Breakdown of student responses by domicile and award	Home students	Other EU students	Non-EU students	Not known	Bachelor, diploma	Master, doctor	Blank, other	
Hellenic Republic (Greece)	63	63	0	0	0	63	0	0

In Table 1, data concerning students and faculty were selected to reflect the situation in Greek Universities. Students and faculty of Greek origin have also been interviewed through the surveys in Cyprus, and this data are included in the report on Cyprus. A senior official who has served at senior management in academia and is one of the ‘seven wise’ who compose the education advisory body appointed by the Cyprus government was also interviewed and included here due to his extensive experience in Greek academic institutions. In the Hellenic Republic, the official language of instruction is Greek with the exception of certain programs at private Universities and some postgraduate programs in state Universities. Within this background, it is not surprising that the majority of undergraduate students (Table 1) were of Greek origin.

Faculty from institutions across Greece were asked to participate in the research. The low response rate, although unsatisfactory, may be easily understood if placed in context. At the time this survey was conducted, the financial situation in Greece was dire: for example, the Exit of Greece from the Eurozone (Grexit) has been speculated for a long period of time; uncertainty regarding the prospects the education sector was prevailing; severe wage reductions were speculated (and eventually implemented) layoffs of faculty was anticipated. All these lead to a number of strikes and occupations of HEIs by demonstrators and had a negative impact on faculty's participation in this survey. The teaching staff sample can be considered as opportunistic and may not be representative of the whole Greek academia. However, the interviews did provide useful information about plagiarism, academic integrity and the interweaving of politics in addressing such issues.

## *2. Higher Education in the Hellenic Republic*

At the time the survey was conducted, the Higher Educational Sector in Greece was comprised of:

- 24 state Universities covering a wide variety of programs offering degrees at undergraduate, postgraduate and doctoral level
- 16 state Technological Educational Institutes which were initially offering undergraduate studies and rather recently were recognized to offer graduate level studies
- 11 state Academies (for military or ecclesiastical studies, mostly) that are equivalent to Universities
- 1 state Academy (for naval officers serving at commercial vessels), which is recognized as equivalent to Technological Educational Institutes
- 9 public HE Schools that offer two-year Diplomas mostly in military-related studies, and
- 32 private Colleges that offer accredited undergraduate degrees. The vast majority of colleges offer programs of study under franchise or some kind of bilateral agreements with universities established in other EU member states, most commonly in the UK. These studies lead to degrees which are awarded directly by the affiliated foreign universities.

During the time this study was underway, there were 93 public and private Higher Educational Institutes in Greece. The number of HEI was a historical high, having been increased steadily over the last two decades as a result of a policy endorsed by governments across the political spectrum. The stated goal of this policy was to develop the country's human capital and though that to contribute to its economic prosperity. In addition to this macroeconomic view, local communities and authorities welcomed and in many cases lobbied for the establishment of a HEI in their vicinity for other reasons. HEIs have positive impact on the local economy through the creation of new jobs at the HEIS and the demand raised by incoming students for a number of products and services. During the last five years of economic crisis, public finances allocated to HEIs have been scrutinized. In alignment with the austerity measures, the plan "Athena" was brought to the Greek Parliament, in March 2013. The "Athena" Plan both endorses and seeks to implement Law 4009 and Law 4076 passed in 2011 and 2012, respectively. It must be noted that these two Laws were never fully implemented due to the reactions raised by the academic community. Plan "Athena" proposes the consolidation of departments, faculties and Universities and it stirred major opposing movements, it received criticism at many levels and the legislation undergoes many more amendments. Currently, the plan has provisions for 21 state Universities and 13 state Technological Educational Institutes and supports the consolidation of 150 Departments or Faculties. It remains to be seen if, how and when the plan "Athena" will be implemented.

## *3. Quality Assurance in Greek Higher Education - teaching, learning and assessment*

Following the Law 3374 (2005), the Hellenic Quality Assurance and Accreditation Agency (HQAAA) was established in 2005. Its mission is to assist Hellenic Higher Educational Institutes to implement procedures aiming towards quality assurance and improvement of their outcomes, supporting transparent

implementation of relevant procedures, performing research on relevant matters and informing the State and HEI in Greece on the developments in this respect, at international level.

The Hellenic Quality Assurance and Accreditation Agency is a body comprised of high ranking public officers who are proposed by the overseeing Universities and HEIs and is chaired by the Minister of Education and Religious Matters. Two of its main instruments for the fulfilment of its mission are the Internal Assessment Reports (Self-Assessment Reports) and the External Assessment Reports for each of the existing Departments at the HEIs. It is worth noting that in 2012, only 55 internal assessment reports have submitted to HQAAA out of the total number of over 500 due from all Departments at Greek HEI. A number of External Assessment Reports have also been submitted and HQAAA should further support this action.

Currently, HQAAA does not provide a framework supporting prevention, detection and deterrence of plagiarism. In principal, it would be helpful to set up a policy at national level. In practice, a number of burdens have been identified.

The evidence that follows was derived from the conducted interviews, the press and online resources. All interviewees agreed that their institutions did not have clear policy or well defined procedures for detection and deterrence of plagiarism. A very senior officer in HE issues has indicated that many of the faculty themselves are involved in cases of plagiarism. He added that “The problem starts from further down the line. Let me offer you an example: I had participated in numerous electoral bodies for hiring or promotion of faculty. In some cases, I have pointed out that the applicant had plagiarized; I presented concrete evidence to that extent. Repeatedly, over and over again, I could easily identify members of the Electoral Body (obviously from the applicant’s supporting clique) who were presenting all sorts of excuses to brush off the issue. Pathetic excuses. At the end, many of the faculty members in question were elected or promoted. Finally, I was fed up: from a point onwards, I have declined participation in any electoral body”.

Identified cases of plagiarism (or self-plagiarism) committed by faculty is not a sporadic phenomenon in Greece; rather it has reoccurred a number of times in different academic institutions. Furthermore, another aspect that must be highlighted is the measures taken to address it, or rather, the lack of measures taken to address it. There are identified cases of faculty plagiarism that received inappropriately light punitive measures or none at all [Logoklopi 2013]; in a small number of cases, the faculty found guilty have even succeeded to get hired or promoted [Axortagos 2013, Kathimerini 2009; Makedonia 2011]. In all fairness, there are also some cases that have been treated in accordance with international standards [Kathimerini 2009; Kathimerini 2013; FEK 2009; FEK 2011; Senate Minutes 2009].

What are the driving forces behind this tendency? As noted by Thanasis Papaggelis [TO BHMA 1999], there are at least two contributing factors: the academic inadequacy of some faculty to produce research outcomes of internationally acceptable caliber and (most importantly) the indifference or even the tolerance of senior academics towards identified plagiarism. Tolerance is tightly coupled with a sense of (ill perceived) support towards co-workers and a feeling of guilt that perhaps they themselves might have committed plagiarism unintentionally or intentionally, which is worse. Within this bleak background, an encouraging note is that 378 faculty members from various Greek Universities have come forward and declared zero tolerance towards plagiarism [Logoklopi 2013]. By focusing on plagiarism among faculty, they have proposed measures to help prevent and address it [Logoklopi 2013] primarily from an administrative and legislative point of view.

It is also interesting to examine how learning is affected by plagiarism. A faculty member who was also serving as a Head of Department when interviewed about plagiarism indicated issues that were related primarily to academic integrity. According to him: “Students who are politically active («συνδικαλιστές») think they are untouchables. They believe that no faculty member will bring forward any accusation against them. They are backed up by their students organization, which may come forward and report against the faculty members on any real or imaginative issue, and/or student representatives in his/her Electoral Body

may vote against him/her when the faculty member applies for promotion. Sometimes, a couple of votes, even a single vote, does make a difference!”. In the words of another high rank academic: “I detected that one of my students had committed a serious case of plagiarism. At that time, he was the representative of the Communist Youth of Greece («KNE») and a member of the Senate of our University. The stakes were high. I approached him and told him that I will not confront him openly on his lack of academic integrity. Rather, I’ll call the Secretary General of KNE -whom I knew personally- and I’ll expose the case to him. I added that I was certain that the Secretary General will honor the main motto of KNE, which -at that time- was “Top of the class, Top of the movement” («Πρώτοι στα γράμματα, πρώτοι στον αγώνα») and the student would be expelled from KNE. That was a dreadful prospect for him. He asked for a second chance. I accepted. He redid the work and got a fair grade”.

Faculty and administrators have also expressed great concerns about the issue of authenticity regarding the composition of project work and graduate thesis. In the words of a faculty member: “There is a whole booming sector around each University. Special tutoring offices («Φροντιστήρια») undertake the writing up of a dissertation for the right price, of course!” In all fairness, one must note that the phenomenon is not endemic to Greek Universities, only. Off the record, a fellow colleague of Cypriot origin recalled that during his doctoral studies in UK, he was approached by a rather affluent Greek student (from mainland Greece) asking for help in her MSc dissertation. He ended up practically doing the research design and writing the whole dissertation for her. “I got enough money to cover my personal expenses for a year! She later became a prominent political figure in Greece!” In [To Vima 2012], it was mentioned that a number of MSc and PhD thesis accepted by Universities in UK and USA during the last ten years have been outsourced to professionals in Romania and Czech Republic. The whole process was facilitated through the Internet.

It is evident that for a national policy on prevention, detection and deterrence of plagiarism to become successful in Greece, it must take under consideration existing burdens and realities. One may argue that the nature of assessment can have an impact on the extent of plagiarism; for example independent or group project and essays may encourage plagiarism, whereas examinations would limit that aspect. However, there is evidence from our interviews that indicates that there are just as many problems with exam invigilation and with cheating. Although our interviewees were not directly asked about academic integrity, they did offer examples of academic misbehaviour to point out that plagiarism is just one of the issues that need to be resolved.

The questionnaires for teachers contained questions about group assessment and for the breakdown and types of assessments, i.e. examinations, assignments and project work. Table 2 contains a summary of the responses received.

Examinations	Assignments	Projects	Other assessment
30%-100%	20%-100%	0%-60%	Oral defence of thesis (10%)

#### 4. Academic Integrity and Plagiarism in Greece

##### 4.1 Research and development in academic integrity and plagiarism

In Greece, we have identified the following classes of documentation:

- Internal Regulations (posted by some Universities, Schools and/or Departments at their web sites)
- Code of Ethics (endorsed by some Universities and published on the web sites)
- Guides to avoid and limit plagiarism (through blogs and through some University web sites)
- Articles in traditional and electronic media
- Instructions to alleged victims of plagiarism about the process they need to follow to report on plagiarism and common pitfalls to avoid (through blogs and web sites).

No statistics on academic integrity were available at national or institutional level about higher education. Another notable shortcoming is the lack of academic research on the topic of academic integrity at large and more specifically on plagiarism.

Through this study, we have collected suggestions both on academic integrity and on plagiarism and we report on both of them.

#### *4.1.1 Academic Integrity*

Through interviews and questionnaires, the following suggestions have been collected regarding examination procedures and regulations. It was brought to our attention that examination rules and regulations should be clearly stated, preferably at institutional level. Students before starting their exam should be given a paper with applied rules and regulations and be asked to read them and sign a consent form accepting the stated rules and regulations. It was pointed out that examination settings should be adequate; room arrangements should be sufficient and the number of assigned invigilators should be adequate. Preferably, the invigilators should not be related to the topic examined. This would alleviate a common incident, that is, students on the pretext of asking a clarifying question read their solution so that their fellow students in the vicinity can hear it! To address students' inventiveness of using electronic devices during exams to communicate, it is suggested to ask them to keep mobile phones switched off and confined in their bags; furthermore, the Wi Fi should be disabled during exam periods. In the long run, it is suggested to intensify research and development of e-tests.

When possible, open book exams could be administered. In the words of one interviewee, *"if the student has not studied, not open books but even having the solution in front of him will not permit him to get a high mark"*. In open book exams, questions would be formulated accordingly to avoid answers that can be copied directly out from the textbook. Also, in such a case, provisions should be made that only valid copies (i.e. excluding unauthorized photocopies) of reference materials (i.e. textbooks, articles, case studies etc.) may be brought in the examination area. There are also courses that cannot be examined through the open book alternative. Computerized tests that are dynamically rearranged can be given in certain cases. For conventional examination settings, exams need to be redesigned at regular intervals: In Greece, it is not common to keep old examination papers at the University Libraries. However, students associations aligned with political parties collect old examination papers, answer the questions and distribute the answer sheets to their members as a service.

Many of the faculty and senior officers interviewed raised concerns about the authenticity of the authors of dissertations at undergraduate or postgraduate level. Most agreed that regular meetings between the student and the supervisor to review the progress and the written output would limit interventions by outsiders or render them so specific (nowadays, it is almost an automatic process) that would become more expensive and thus less appealing. This would also introduce a cap for the number of thesis undertaken by each faculty member and ultimately result into a workload balance. Others argue that the introduction of advanced control mechanisms for thesis would increase bureaucracy without having concrete results. Instead, they propose that good referencing and extensive reference lists would be a 'sine qua non' condition to award a very good grade.

Open Universities and/or Universities engaged in Distance Learning should take additional provisions; lack of physical proximity may introduce additional opportunities to breach academic integrity. For each homework assignment that contributes towards the grade, a synchronous learning session should be scheduled during which the lecturer will ask a sample from the class participants a number of well-targeted questions that can authenticate if students have done the work themselves. Distance learning degrees requiring a dissertation, should undertake additional requirements to ensure authentication of authorship

(i.e. irrespective of the grading percentage attributed to the thesis, failure of the student to answer questions in viva in a satisfactory way should lead to overall failure for this module).

#### *4.1.2 Plagiarism*

Responders to our survey (both faculty and students) agreed that students should receive more targeted education on plagiarism and ways to avoid it. Based on the information we retrieved, we noticed a lack of specific modules on research methods and academic writing in many programs contributes negatively on plagiarism prevention.

Anti-plagiarism software was perceived favourably among the majority of faculty members interviewed; many teachers were aware of the technical inefficiencies of these software tools. A common concern was that such software was expensive. In view of the current economic crisis in Greece, Universities may not be able to afford to finance licences of commercially available anti-plagiarism software; rather free, libre software packages may be used as a substitute.

#### *4.2 Blogs about plagiarism in the Hellenic Republic*

In Greece, there are numerous blogs on plagiarism (Blogs: Axortagos; Karaberopoulos; Logoklopi; Translatum; Terra Computerata); typically, blogs expose identified cases of plagiarism and their (usual) inefficient address. As blogging can be seen by some as undesirable targeting of individuals, it is also the case that the bloggers can provide a very useful service, exposing cases of malpractice and raising awareness on academic integrity, overall.

The IPPHEAE research has demonstrated that careers of faculty members in Greek Universities have advanced despite of evidence of plagiarism. In most cases, no action was taken to punish the plagiarists even when the evidence was made public. One rare exception was the revoke of a PhD title by the Department of Medicine at the Aristoteleion University of Thessaloniki [Senate Minutes 2009].

According to the information posted in these blogs, there are cases where senior officials (Department Heads, and Deans) supported faculty members in their jurisdiction despite the availability of evidence that proved plagiarism to have taken place. In one case for example, the Department Head had asked the University's Legal Office for advice as to whether three publications for which a faculty was found guilty of plagiarism could be removed from the faculty's application for promotion, so that his assessment could proceed! These blogs may also contain the names of officials who have served in national committees, panels and/or Electoral bodies for deciding the outcomes of accusations of fraud and plagiarism even though their lenient predisposition towards plagiarism was well known.

#### *4.3 Strategies, policies and procedures for academic integrity in the Hellenic Republic*

In Greece, assessment for the award of the Bachelor and Master's Degrees is commonly conducted through examinations. Cheating during the examination is a common form of academic misconduct. Through the IPPHEAE interviews, anecdotal evidence has been provided even though the interviews did not include questions about exam misconducts, as such.

Reported cases of exam misconduct included old-time classics (i.e. a long piece of narrow paper folded in a papyrus-like shape that can be scrolled backward and forward to the exact location of the info sought), to gender-specific (i.e. decoupage of text on various surfaces including fingernails) and some are more sophisticated (i.e. a cover case that renders a smartphone look like a calculator, and in this way the smartphone could be used during the exam to retrieve stored data or to communicate with other fellow-



students). All these are very difficult to be spotted in a large amphitheater where exams normally take place.

Other aspects affecting the quality of examinations included the numbers of invigilators and their seniority. Postgraduate students assisting in exam invigilation may not be enough motivated or when misconduct has been identified, the graduate student's authority may be challenged by the student. There are also reports that some faculty members are "less vigilant" during exams in an effort to gain popularity among students. Sanctions against violators ranged from oral remark to the change of sitting position to marking the paper and bringing the case to a disciplinary committee. The application of these sanctions was inconsistent and often not strict as all; thus they failed to discourage further aggravation of incidents.

Open Universities or Universities offering courses and/or programs through Distance Learning need to design and develop control mechanisms to address authentication problems derived from the fact that lecturers have no physical proximity and/or acquaintance with their students. In Hellenic Open University the following incident took place, as described by a senior HE person. "The Hellenic Open University uses a hybrid teaching methodology; they have 5 face-to-face meetings per semester for each course plus an in class. The meetings are not mandatory, but it is found that students who do not attend them underperform and often fail, in comparison to those who do. With a stark exception! There was a student in the program 'Information Systems' who never attended a meeting, yet he was top of class. Until, another student caught for a relative minor academic misconduct revealed that this student was not doing the homework assignments or writing the exams himself. Upon further investigation, it was found that the student's cousin with an MSc degree in Computer Science and a job of Managing Director for a software house in Greece with exactly the same name and surname provided the solutions to any homework assignments and was taking the final examinations himself since the data on his id card matched those in the HOU students' list. The offending student was forced to quit even though he needed three more courses to graduate! After this incident, HOU lecturers have a videoconference meeting with their students asking them to explain the logic and programming details of the solution to any homework assignment. This incident exemplifies the type of specific problems associated with academic misconduct in e-learning settings. Although this incidence might be extreme and rather atypical, outsourcing assignments seems to be rather common in e-learning courses and programs. In the words of another full-time faculty member of the Hellenic Open University in Greece and part-time faculty in the Open University of Cyprus: "I recently became aware that our program can be a revenue generator for some. In one of the courses offered at both HOU and OUC an identical homework assignment was given to students from both Universities attending this course. I was surprised to see that a student in HOU and a student in OUC submitted the same exact solution to me. As investigations showed, a recent graduate of the HOU program had started an e-business to provide upon payment solutions to students' assignments as well as variations of solutions for the same assignment from the same university to muffle suspicions. It happened that he did not suspect that the assignment given to the OUC and HOC would be from the same lecturer. ." From that point onwards, faculty were asked to declare if they work for both Universities and in that case to ensure that no homework assignments are common. Tutors use special software to identify similarities in the software designed by the student to provide the solution to the assignment and students with "similar" solutions are required to go through an oral examination. Through a focus group organized with students of OUC, it was found that these measures enforce students to become more engaged in their homework assignments even when they receive outside assistance. Since many students of Greek nationality attended the OUC focus group, it is believed that this may be applicable to students at HOC.

Dissertations of undergraduate or postgraduate level or other forms of independent written work provide opportunities for plagiarism. The problem is intensified in academic environments (like in state Greek Universities) that require the dissertation to be written in the national language. Translation from an original text in English, for example, into Greek cannot be easily detected by currently existing anti-plagiarism software, even if the translation is verbatim.



Lack of awareness on plagiarism and the lack of understanding that plagiarism is a grave misconduct in an academic environment has been also noted. Many programs lack courses on research methods and/or academic writing skills. A few faculty members from those interviewed (especially in applied sciences and engineering faculties) expressed concerns about the usability of such courses in their faculties; they consider such content more suitable for humanities and social sciences. It is also noted that there are no available open online courses on plagiarism that could raise awareness about plagiarism and it may contribute towards the dissemination of good practices for all programs.

Use of anti-plagiarism software is understood to have limitations. Such software point out text similarities and it is up to the expert to judge the severity of the plagiarism. Academicians have identified both false positive and false negative cases in their interactions with the software. They are also aware of the importance for the involvement of supervising faculty, before a final judgement is reached. Finally, we ought to outline the limitations that anti-plagiarism software packages face with the translation of text from one language to another and the fact that they may underperform in a national language because their data repository (against which a submitted paper is checked) may have rather limited scientific documents (including dissertations, thesis, papers, articles etc.) in the given national language. This remains an open area for further research.

#### *4.4 IPPHEAE survey findings on policies and procedures*

Feedback from all sources and respondents suggests that although not unusual for students to commit plagiarism, it is very rare for students in Greece to face accusations of plagiarism or academic dishonesty, in general.

Question 7 of the student and teacher questionnaires asked about sanctions: *What would happen if a student at your institution was found guilty of plagiarism in their assignment or final project/dissertation?* The responses are summarised in Table 3.

Assignment		Project or Dissertation		Sanction	Feedback (S=student, T=Teacher)
Student	Teacher	Student	Teacher		
49%	0%	11%	0%	No action would be taken	
68%	75%	26%	38%	Verbal warning	Suitable for the first occurrence of plagiarism in an assignment
36%	0%	49%	13%	Formal warning letter	After the first occurrence of plagiarism in an assignment
0%	7%	2%	7%	Request to re write it properly	Everybody deserves a second chance Especially proper for a dissertation. The highest possible grade should be 5 out of 10
62%	79%	70%	43%	Zero mark for the work	If the students ideas are not his own, there is no other way
38%	7%	55%	21%	Repeat the module or subject	If the student has not taken under consideration the first warning
25%	21%	48%	21%	Fail the module or subject	If the student has not taken under consideration the first warning
19%	0%	26%	7%	Repeat the whole year of study	
11%	0%	57%	29%	Fail the whole programme or degree	It is justified for the dissertation
15%	7%	28%	14%	Expose the student to school community	
9%	0%	32%	7%	Suspended from the institution	
9%	7%	28%	21%	Expelled from the institution	After repeated occurrence and if the student has not taken under consideration previous written warnings
13%	0%	34%	0%	Suspend payment of student grant	
17%	0%	15%	0%	Other	

The responses in Table 3 indicate that a range of sanctions are considered appropriate by stakeholders in Greek HEIs. It is interesting to note the considerably high percentage of students (49%) who believe that nothing will happen if caught plagiarizing in an assignment in stark contrast with faculty who are adamant that some kind of sanction would be imposed upon identified cases of student plagiarism. The most common penalties for student plagiarism appear to be verbal warning and zero mark. In the case of plagiarism in a dissertation, failure of the whole programme was selected by more than half of the students (57%). Students accepted as a possible sanction suspension of a scholarship or a grant, whereas no teacher considered this type of penalties. The questionnaires did not explore how frequently and for what offences the different options should be applied. Based on evidence from the interviews with senior management and national expert, sanctions are inconsistent and tend to be light. It is also interesting to note that procedures for applying sanctions are not consistent and faculty members are not always aware of them. In the words of one of them **“Everyone does whatever they want. There is inconsistency about the sanctions”**. When faculty members and administrators were asked regarding the existence of statistics that show whether plagiarism is increased or decreased in recent years, all interviewees agreed that no statistics on plagiarism were kept at their institution or at national level. Some expressed their concerns on the way plagiarism should be quantified. In a senior official’s own words: **“How do we measure plagiarism? By the number of identified cases or by their severity?”**.

#### 4.5 Use of digital tools

Anti-plagiarism software tools are used very sparingly in Greece. Amongst those Greek Universities participated in this survey, only the Hellenic Open University (HOU), , uses anti-plagiarism software (Ephorus). This software is plugged in their online course management platform (Moodle) and checks automatically all homework assignments and dissertations submitted to the course management system by the HOU students. In other Greek Universities, there are a few faculty members who use anti-plagiarism tools of other Universities by getting access through their affiliations with them.

Faculty (especially from the fields of applied sciences) expressed scepticism on the usability of anti-plagiarism software on the grounds that such software relies on text-similarity algorithms, which do not support the type of assignments/projects that are normally contacted by students. Faculty were unaware of any software that track similarities in programming codes or other software that support similarities of figures.

Faculty expressed concerns regarding the cost of such software tools, especially in relation to the cost of licenses. Usually, this cost is calculated based on the total number of students at the Institution not the actual number of potential users; such prising policies bring the cost high and act as a major deterrent to Greek Universities that face severe financial restrictions. Table 4 summarizes the use of anti-plagiarism software in Greece.

<b>Table 4: Digital tools and other techniques for detecting plagiarism – number of responses</b>	<b>Student #</b>	<b>Teacher #</b>
Software (Turnitin, Ephorus, no-named software)		7
Google, Internet	1	
Computers (ICT equipments, laptop), smartphones	4	
collection of reports and other projects by the administration	1	
Surveillance	1	
Charter		
Neither, nothing	2	3
Don't know	38	
Special purpose search engine hosted by the institution		1
Special purpose Organization – Company-Curator	1	1

Student and teacher Question 9: *How are the tools you named above used?*

<b>Table 5: Use of software tools – percentages</b>	<b>Student</b>	<b>Teacher</b>
<i>It is up to the lecturers to decide whether to use the tools</i>	46%	29%
<i>For some courses students must submit their written work using the tools</i>	10%	21%
<i>Students must submit all written work using the tools</i>	15%	50%
<i>Students may use the tools to check their work before submitting</i>	11%	0%
<i>Other</i>	8%	21%

Although these responses suggest that teacher access to software tools is growing, there appears to be no systematic use and a certain resilience to allow students to access digital tools in a formative way. The faculty pointed out instead their own responsibility to design homework assignments that do not encourage plagiarism. In the words of a faculty member *“In a homework assignment that requires critical thinking, it is extremely easy to identify plagiarism”*. Another faculty member added that homework design is important as is the follow-up of students’ attempts to write an assignment in order to identify any deficiencies and provide the appropriate help accordingly. Finally, in the words of another faculty *“I believe the main problem are [sic] the assignments that can be bought from contracted persons or companies. These are not detected by anti-plagiarism software tools, yet these are the major academic misconduct”*. Greek students seem to be unaware of the existence of anti-plagiarism software. However, based on their replies and suggestion for improvement as shown in Table 8b, they crave for formative learning on ways to avoid plagiarism issues and apply good practices. In view of this, anti-plagiarism software may be used as part of a formative learning initiative.

#### 4.6 Making systems and procedures more effective

When asked for suggestions about what more could be done to reduce student plagiarism, a range of responses from all levels of respondent confirmed that current provisions for support and guidance as well as sources of advice are not sufficient. Table 8b summarises the common themes in the responses.

Greek faculty placed the emphasis on pedagogical aspects. The suggestions by quite a few faculty members for a need for the type of student assignments that do not promote plagiarism are in agreement with the evidence collected through interviews: the same student assignments are given from year to year and this makes it possible for ready-made solutions to be provided and be easily accessible. Thus, good practices for the design of student assessment material among faculty should be promoted.

Both faculty and students suggested the development of a course on research methodology and academic writing. An open and free e-Learning course offered to all students attending Greek HEIs might be an alternative that could be both efficient and effective.

Faculty also suggested the use of anti-plagiarism software; Ephorus was mentioned more frequently than Turnitin. We noticed the same pattern in our interviews. Ephorus is perceived to have a more extended repository of academic works in Greek and this is considered critical since assignments are submitted in Greek. This could explain the preference of academic staff for Ephorus.

Table 8b: Thematic summary of ideas for how to reduce student plagiarism	Number of Responses			
	Student	Teacher	Senior Man	National
Staff training or development, codes of practice/conduct		2	1	1
Student education about plagiarism, codes of practice/conduct	11	3	1	1
More transparent access to resources, good case studies, study aids	2			
Teaching academic writing skills, paraphrasing, use of sources	17			
Encourage respect for ethical issues			1	1
Better communication between students and teachers				
An Academic Unit dedicated to academic writing support	1			
Introducing the issue in secondary education	1			
Student access to digital anti-plagiarism tools for text matching	1			
Better control	2	1		
Focus on learning, teaching critical thinking, philosophy, originality	1		1	1
Consistency in guidance and sanctions between teachers		1		
More control, prevention measures	2			
Ensure students /staff understand the consequences, sanctions	4			
More severe sanctions	1			

Greek students also pointed out that they do not have access to any course or seminar on academic writing nor they are informed about possible consequences related to plagiarism. Respondents elaborated on the need for guidance and support and on how to improve their academic writing skills. For example, a Greek student suggested a class on academic writing in high schools, while another suggested a specialized academic unit to support students through seminars, personalized guidance and through the promotion of best cases.

In a separate set of questions 61.6% of the teachers agreed that *“one or more of my colleagues may have used plagiarised or unattributed materials in class notes”* and 15.1% of teachers agreed with the statement: *“I may have plagiarised (accidentally or deliberately)”* (Annex Hellenic-Teachers-1 Qu T5n, T5o).

When asked: *do you believe your institution/faculty has a robust approach to the detection of student plagiarism*, senior management respondents from Greece elaborated on the fact that there were provisions related to plagiarism. However, only two thirds (69.3%) of faculty agreed with the statement above (Annex Hellenic Teachers Qu T5c). Similarly, 50% of the faculty did not believe that their institution was serious about *plagiarism detection* (Annex Hellenic-Teachers Qu T5d).

When asked whether *policies, procedures and penalties for plagiarism and academic dishonesty* are made available to students (Annex Hellenic-Students-1 Qu 5), the majority of student and faculty responses were

positive (Students: 52.4% agreed, 26.9% disagreed); (Faculty: 61.6% agreed, 7.7% disagreed). Interestingly enough, almost half of the teachers (46.2%) stated that such information was not available to them. Regarding the consistency in applying such policies and procedures, most teachers (61.6%) disagreed that *the same procedures were followed* and that these procedures *are applied consistently among students* (46.2%). The majority of students (39.7%) were not certain about this and about one third of them (28.5%) agreed that teachers follow the same procedures (Annex Hellenic-Students 5-l). The student answers about consistency in applying the policy/procedures and penalties showed a split vote: 27% disagreed, 36.5% were not certain and 34.9% agreed (Annex Hellenic-Students T5r). Encouragingly, 84.6% of teachers and 87.3% of students responded positively to the statement: *it is possible to design coursework to reduce student plagiarism* (Annex Hellenic-Students Qu 5o, Hellenic-Teachers 5t).

## 5. Perceptions and Understanding of Plagiarism

### 5.1 Support and guidance

One way of showcasing academic integrity is to ask students to sign some form of statement about integrity and honesty. In some countries and institutions this can take the form of a formal ceremony, but in other institutions can *be* part of the student enrolment or when students are submitting an assessment. Student and faculty responses as to when *students are required to sign a declaration about originality and academic honesty* are summarised in Table 6.

Student	Teacher	When
13%	0%	On starting their degree
33%	50%	For every assessment
8%	21%	For some assessments
5%	29%	Never
23%	0%	Not sure

It should be noted that in relation to the above question, 17% of the Greek students stated that signing such a declaration was not an option to them. These responses show a difference of opinion/perception between students and teachers about this issue. The limited number of teachers that completed the questionnaires could be part of the reason for such difference.

Student *Question 2: I became aware of plagiarism...*

62% of students said that they became aware of plagiarism before they started university, 16% during their undergraduate degree and 2% during their Masters or PhD studies. 21% said they were still not sure about this.

Student *Question 3: I learned to cite and reference...*

22% of students said that they had learnt about conventions regarding writing before university, 71% during their bachelor degree, 5% during their postgraduate doctoral studies. 2% said they were still not sure about this.

Table 7 summarizes the answers to Student Question 6 and Teacher Questions 2 and 3 about awareness-raising: *students become aware of plagiarism and of other forms of academic dishonesty (e.g. cheating) as an important issue through:*

Plagiarism		Academic Dishonesty		
Student	Teacher	Student	Teacher	
46%	57%	30%	29%	Web site
33%	36%	43%	36%	Course booklet, student guide, handbook

25%	14%	30%	14%	Leaflet or guidance notes
37%	57%	30%	64%	Workshop / class / lecture
16%	7%	17%	21%	I am not aware of any information about this
25%	14%	29%	7%	Other

The responses in Table 7 confirm that information about plagiarism and academic dishonesty is made available to the majority of Greek students through the web or in workshops. Table 7 also shows that quite few students and teachers are not aware of any information about the two issues.

The responses to student Question 12, teacher Question 14: *Which of the following services are provided at your institution to advise students about plagiarism prevention? (Answer all that apply)* are summarised in Table 8. The main channel for educating students about plagiarism and academic dishonesty appears to be through tutors, in class and through course handbooks and study guides. The responses confirm that in most participant institutions, there is no special services and/or guidelines to support students in developing academic integrity and academic writing skills.

The senior management respondents stated that their institution provided guidelines (but not training) to teachers on dealing with cases of plagiarism and academic dishonesty. They also agreed, however, that control and follow up of procedures was not appropriate as well as that it is important to have in-service development.

Student	Teacher	Service or provision
2%	7%	Academic support unit
80%	79%	Advice in class during course/module
19%	36%	Additional lectures, workshops:
98%	86%	Advice from tutors or lecturers
38%	14%	Guidance from the library
19%	7%	University publisher
8%	22%	Academic writing unit/Study skills unit

## 5.2 Responses about plagiarism

59% of student participants agreed with the statement that *the previous institution [where] I studied was less strict about plagiarism than this institution*, with 16% disagreeing (Annex Hellenic Students S5q).

All participants were asked to reflect and comment on the question *what leads students to decide to plagiarise?* They were asked to select the 10 most prominent contributing factors; their responses with distinct differences between the two groups are summarised in Table 9. The results for the top three of the reasons suggested for student plagiarism, were: *They think the lecturer will not care (67%); they don't want to learn anything, just pass the assignment (81%); it is easy to cut and paste from the Internet (68%).*

Student	Teacher	SM/National	Possible reason for plagiarism
33%	7%		<i>They think the lecturer will not care</i>
67%	86%	1	<i>They think they will not get caught</i>
49%	57%	1	<i>They run out of time</i>
81%	86%		<i>They don't want to learn anything, just pass the assignment:</i>
10%	14%		<i>They don't see the difference between group work and collusion</i>
44%	86%		<i>They can't express another person's ideas in their own words</i>
46%	50%		<i>They don't understand how to cite and reference</i>

54%	29%		<i>They are not aware of penalties</i>
48%	57%	1	<i>They are unable to cope with the workload</i>
14%	22%		<i>They think their written work is not good enough:</i>
33%	43%		<i>They feel the task is completely beyond their ability</i>
68%	79%	1	<i>It is easy to cut and paste from the Internet</i>
18%	14%		<i>They feel external pressure to succeed</i>
35%	29%	1	<i>Plagiarism is not seen as wrong</i>
38%	43%		<i>They have always written like that</i>
27%	21%	1	<i>Unclear criteria and expectations for assignments</i>
20%	36%		<i>Their reading comprehension skills are weak</i>
19%	7%		<i>Assignments tasks are too difficult or not understood</i>
45%	29%		<i>There is no teacher control on plagiarism</i>

The most popular answers from teachers included *they think they will not get caught* (86%), *they do not want to learn anything, just pass the assignment* (86%) and *they can't express another person's ideas in their own words* (86%). This set of answers was also popular among students.

Table 11 summarises responses to student Question 10 exploring their understanding of basic academic writing conventions: *What are the reasons for using correct referencing and citation in scholarly academic writing?*



78%	<i>To avoid being accused of plagiarism</i>
67%	<i>To show you have read some relevant research papers</i>
58%	<i>To give credit to the author of the sourced material</i>
78%	<i>To strengthen and give authority to your writing</i>
24%	<i>Because you are given credit/marks for doing so</i>
0%	<i>I don't know</i>

From the responses summarized in Table 11, it is alarming to see the large percentage of students (78%) who think that the purpose of referencing and citation is to defend themselves against accusations of plagiarism or to give authority to their work. A small number (24%) consider citations as a way to get a better grade in their paper. Overall, however, the great majority of student participants appear to have a good grasp of why referencing and in-text citations are required.

The research (Table 12) also showed that a referencing style convention is applied in most of the subject areas at the Greek institutions that responded, with the majority of students (53%) expressing their confidence about referencing and citation. The percentage (37%) of students who stated that they were not certain about referencing and citations, suggests that more training is required. Finding good quality sources and paraphrasing were the aspects of academic writing that were considered as most difficulty by student (Table 13). Results also showed that all other aspects of academic writing are problematic to at least one out of three students in Greece.

Yes		No		Not sure		Question
student	teacher	student	teacher	student	teacher	
81%	71%	12%	29%	5%	0%	<i>Is there any referencing style students are required or encouraged to use in written work?</i>
53%		7%		37%		<i>Are you confident about referencing and citation?</i>

Student Question 13: *What do you find difficult about academic writing?*

51%	<i>Finding good quality sources</i>
38%	<i>Referencing and citation</i>
46%	<i>Paraphrasing</i>
37%	<i>Understanding different referencing formats and styles</i>

The survey also included questions that explored respondents' understanding about what constitutes plagiarism. Students (Question 15) and teachers (Question 19) were presented with scenarios of plagiarism and were asked to identify whether each case was representative of plagiarism as well as to suggest whether some "punishment" should be applied. The purpose of this question was to try to establish people's perception of plagiarism and of its severity as indicated by the punishment they suggested for each case. Tables 14 and 15 summarise the responses from students and teachers, respectively.

Although all six cases (a-f) could be identified as plagiarism, some (c,f) could be construed as poor academic practice or perhaps patch-writing due to poor language skills (b,e). However given that 40% of the paper is identical to other work in all case scenarios, it is expected that the matter will be investigated for plagiarism leading to possible sanctions.

It is commendable that the presented scenario (a) (Tables 14, 15) was correctly identified as plagiarism by the overwhelming majority of faculty and students. Moreover, both agreed by majority that such cases ought to be punished. The % of students and teachers who positively identifying possible plagiarism examples from the remaining options, particularly case (f) for students and cases (c) and (f) for faculty, was

much lower. This would suggest that students' confidence in understanding academic writing conventions may be misplaced and that faculty may have plagiarized, unintentionally. There were differences between the two groups regarding the application of punishment. The percentage of students opting for "punishment" in cases (b, e, f) was significantly lower than those of teachers. The considerable percentage of teachers who failed to identify cases (c, f) as plagiarism is worrying because the participants took part in this survey voluntarily, making it more likely that they are more informed and/or more sensitive on plagiarism issues.

Student Question 15, Teacher question 19: Examples of possible plagiarism:

<b>Table 14: Student responses to possible cases of plagiarism</b>					
Qu	Is it plagiarism?			Punishment?	Assuming that 40% of a student's submission is from other sources and is copied into the student's work as described in (a-f) below, indicate your judgement on plagiarism
	Yes	No	Don't know		
a	89%	2%	10%	85%	word for word with no quotations
b	74%	3%	23%	66%	word for word with no quotations, has a correct references but no in text citations
c	35%	19%	47%	29%	word for word with no quotations, but has correct references and in text citations
d	77%	21%	12%	59%	with some words changed with no quotations, references or in text citations
e	48%	34%	18%	43%	with some words changed with no quotations, has correct references but no in text citations
f	23%	28%	48%	18%	with some words changed with no quotations, but has correct references and in text citations

  

<b>Table 15: Teacher responses to possible case of plagiarism</b>					
Qu	Is it plagiarism?			Punishment?	Assuming that 40% of a student's submission is from other sources and is copied into the student's work as described in (a-f) below, indicate your judgement on plagiarism
	Yes	No	Don't know		
a	100%	0%	0%	89%	word for word with no quotations
b	93%	7%	0%	88%	word for word with no quotations, has a correct references but no in text citations
c	57%	29%	14%	25%	word for word with no quotations, but has correct references and in text citations
d	92%	0%	8%	57%	with some words changed with no quotations, references or in text citations
e	86%	7%	7%	63%	with some words changed with no quotations, has correct references but no in text citations
f	57%	21%	21%	37.5%	with some words changed with no quotations, but has correct references and in text citations

## 6. Examples of good practice

At national level, we were not able to identify good practices or policies adopted by either students or faculty for the prevention of plagiarism or of other forms of academic dishonesty.

## 7. Discussion

This research has collected quantitative and qualitative evidence about plagiarism and academic misconduct in Greece. The results obtained appear to emphasize aspects of harmonisation and consistency of standards that need to be addressed immediately so that the HE institutions in Greece attain alignment with the principles stated in the Bologna Process.

Pessimism was prevailing among most faculty and national experts in Greece about the prospect of any change in relation to plagiarism or academic dishonesty, perhaps reflecting the general feeling of national

despair. Phrases like “The fish starts smelling bad from the head”, “In Greece, nothing will ever change” and “Corruption pervades everything” are indicative of the views of interviewed participants and the overall status quo. Our research indicates that a major shift in attitude is needed before any changes can be made and sustained, and/or that actions at EU level are taken to motivate the appropriate parties to introduce (or even enforce) such changes .

The Greek Universities that participated in this research do have some general principles for deterring plagiarism, listed in a variety of documents. However, they do not seem to have coherent policies on plagiarism and academic dishonesty. Furthermore, no co-operation on these issues between the various Universities at national level (through a supervisory body or a thematic network) has been identified. Formal and ad hoc discussions among faculty members on ways to address these matters have been found either in online forums or in Departmental and Senate Minutes.

Software systems that identify text similarities are used sporadically and selectively for certain types of written work (i.e. for thesis submitted to the Hellenic Open University). Faculty claim that they can identify if a student has plagiarized simply by going through the text. However, they do not seem to be able to distinguish certain cases of plagiarism themselves. Faculty members have also pointed out that they do not always have the time or the resources required to document and prove cases suspected of plagiarism especially, since they lack anti-plagiarism software for tracking it down. The issue of licence fees for such software is also of concern to faculty in state Universities that have had severe budget cuts.

Our research has also highlighted the issue of academic integrity. Anecdotal references to numerous and inventive incidents of collusion, cheating and even impersonation have been revealed by the stakeholders interviewed. Examining the extent and severity of such cases in the Greek Universities was not within the scope of this survey. A future study to probe these aspects further may be necessary in view of the reported incidents.

## 8. *Recommendations for the Hellenic Republic*

### 8.1 *Nationally and internationally*

The recommendations presented in this section take under consideration the limited financial resources currently available to the Greek Government and the Universities. These recommendations are, therefore, formulated so as to be economically feasible.

- 8.1.1 The Hellenic Quality Assurance and Accreditation Agency (HQAAA) could establish policies and procedures on anti-plagiarism and academic integrity to apply to all HEI in the Hellenic Republic. This documentation may be an adaptation of already existing policies and procedures, internationally.
- 8.1.2 There is a plethora of valuable information on plagiarism in the English language that can be accessed from the internet. HEI students could be guided to a selection of such pieces of information since it is reasonable to assume that they are competent in reading English.
- 8.1.3 The IPPHEAE survey results indicate that the adoption of digital tools can be useful providing they are utilised in an appropriate setting and all parties understand the limitations and values that they bring to strategies for academic integrity. There are licenced programs but also freeware solutions with various degrees of detection capabilities and/or add on services that could be employed. Furthermore, a collective body or a consortium of Universities may be able to cooperate and negotiate better contractual terms than each University, can do on an individual basis.

Irrespective of the software package selected, there need to be:

- a) Clear policy statements about when and how tools should be used and accessed by teachers, students and administrators;
- b) Guidance for teachers about how to interpret and make use of the outputs for helping to detect cases of plagiarism, and information about the limitations for what the tools can achieve;
- c) Guidance for teachers on how to use the tools formatively to support student learning;
- d) Clear guidance for students on how software tools can help them and particularly what they do not show;

- 8.1.4 It is important that any reforms introduced are applied across all levels in higher education, not just for graduate level programmes and research.
- 8.1.5 Web 2.0 technologies and social media may be used as platforms that allow and encourage people to raise issues related to national educational matters in a way that cases brought forward by 'whistle-blowers' are investigated and appropriate action is taken. Within the broader concept of Open Government, Open Education could also be promoting the principles of equality, respect and continuous improvement.
- 8.1.6 Interested HEI stakeholders (Ministry, HQAAA etc.) may wish to conduct a more comprehensive survey about academic integrity and plagiarism in Greece. They are welcome to reuse the instruments of surveys used by IPPHEAE, which are freely available on the website as well to refer to the collected data and resulting analysis as a benchmark.

### *8.2 Institutionally*

- 8.2.1 At national level, the recommendations described in 8.1.1-8.1.6 require central co-ordination. Encouraging more local responses to changing culture and attitudes may contribute to faster and more sustained changes at institutional level. Institutional recommendations need to echo each of those outlined above at national level.
- 8.2.2 The IPPHEAE survey results suggest that it would be useful to stage courses for professional development for academic staff within institutions in order to update people on how research practices have changed in the last 12-15 years, and promote some good practice examples of assuring high standards in academic integrity.
- 8.2.3 Institutional leadership and support needs to be established to encourage academic teaching staff to highlight cases of student cheating and plagiarism.
- 8.2.4 To help progress made at national basis, each institution or region could develop procedures for dealing internally with cases of academic dishonesty in students in a consistent manner employing a set of fair sanctions. There are many examples that can be used for guidance, for example the AMBeR project report and tariff (Tennant and Rowell 2010, Tenant and Duggan 2008).

### *8.3 Individual academics:*

- 8.3.1 At individual level, academics have a responsibility for promoting standards and quality in all aspects of academic activity, including teaching, setting assessments and examination papers, grading of work, providing support, guidance and advice to students. This list of activities naturally extends to aspects of academic dishonesty and plagiarism. Given a supportive regime at institutional and national levels, it should be possible for academic staff to:
  - a) support students to improve independent study, research and writing skills;

- b) develop innovative assessments that challenge students and make plagiarism or cheating difficult;
- c) respond to suspected cases of student plagiarism and cheating according to policies that are fair, transparent and easy to apply.

## 9. Conclusions

The difficulties in promoting and implementing quality assurance and academic integrity at HEI in Greece are underlined in this report; such difficulties are serious and complicated by the economic crisis, but they are not unsurpassed. The Hellenic Republic is able to achieve a set of prioritized goals related to the required reform.

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Annex HR-1: Responses to question 5: (1=strongly disagree – 5=strongly agree)

Table 16: Student and teacher responses to questionnaire Question 5 (percentages) (S n=129; T n=8)							
Qu	Disagree (1,2)		Don't know		Agree (4,5)		Question
	student	teacher	student	teacher	student	teacher	
S5a T5a	27%	21%	16%	36%	52%	43%	Students receive training in techniques for scholarly academic writing and anti-plagiarism issues
S5b T5p	5%	39%	5%	15%	90%	46%	I would like to have more training on avoidance of plagiarism and academic dishonesty
S5c T5b	10%	14%	60%	7%	21%	79%	This institution has policies and procedures for dealing with plagiarism
T5c		15%		15%		69%	I believe this institution takes a serious approach to plagiarism prevention
T5d		31%		0%		69%	I believe this institution takes a serious approach to plagiarism detection
S5d T5e	35%	8%	30%	31%	19%	38%	Plagiarism policies, procedures and penalties are available to students
T5f		15%		62%		23%	Plagiarism policies, procedures and penalties are available to staff
S5e T5g	8%	23%	57%	23%	25%	66%	Penalties for plagiarism are administered according to a standard formula
S5f T5h	45%	15%	30%	23%	19%	54%	I know what penalties are applied to students for different forms of plagiarism and academic dishonesty
S5g T5i	13%	8%	62%	31%	21%	62%	Student circumstances are taken into account when deciding penalties for plagiarism
S5h T5m	12%	23%	64%	31%	21%	46%	The institution has policies and procedures for dealing with academic dishonesty
T5j		8%		54%		31%	The penalties for academic dishonesty are separate from those for plagiarism
T5k		31%		62%		8%	There are national regulations or guidance concerning plagiarism prevention within HEIs in this country
T5l		54%		46%		0%	Our national quality and standards agencies monitor plagiarism and academic dishonesty in HEIs
S5i T5n	25%	0%	35%	39%	37%	61%	I believe one or more of my teachers/colleagues may have used plagiarised or unattributed materials in class notes
S5j	48%		14%		16%		I have come across a case of plagiarism committed by a student at this institution
S5k T5o	18%	62%	33%	15%	40%	15%	I believe I may have plagiarised (accidentally or deliberately)
S5l T5q	25%	62%	40%	23%	29%	15%	I believe that all teachers follow the same procedures for similar cases of plagiarism
S5m T5r	27%	46%	37%	39%	36%	15%	I believe that the way teachers treat plagiarism does not vary from student to student
S5n T5s	17%	23%	52%	46%	29%	31%	I believe that when dealing with plagiarism teachers follow the existing/required procedures
S5o T5t	5%	8%	5%	8%	87%	84%	It is possible to design coursework to reduce student plagiarism
S5p T5u	6%	0%	31%	15%	57%	65%	I think that translation across languages is used by some students to avoid detection of plagiarism
S5q	16%		24%		44%		The previous institution I studied was less strict about plagiarism than this institution
S5r	2%		24%		75%		I understand the links between copyright, Intellectual property rights and plagiarism