

Editorial

We are delighted to welcome you to the first issue of the *International Journal for Educational Integrity*. This issue marks the fruition of two years' planning which began at the inaugural Asia-Pacific Educational Integrity Conference (APEIC), University of South Australia, November 2003. It is with a sense of synergistic closure that the journal is being launched at the second APEIC at the University of Newcastle, 2005.

The past two years has seen the establishment of the *Asia-Pacific Forum on Educational Integrity* (APFEI), an inter-organisational body whose mission is to collaborate towards the research and promotion of educational integrity. APFEI aims to provide a platform for educators across all sectors to investigate, collaborate and access resources in the field of educational integrity. Following the work of the Center for Academic Integrity in the United States, we define educational integrity as "a commitment to the key values of honesty, trust, equity, respect and responsibility, and the translation of these values into action". One of the initial objectives of APFEI was to produce an international refereed journal where research on educational integrity could be disseminated in an accessible and cost-effective format.

Our hope is that the journal will challenge readers from a range of disciplines, institutions and regions to consider the changing nature of education in a globalised environment, and the impact that conceptions of educational integrity have on issues of pedagogy, academic standards, intercultural understanding and equity. This has certainly been our experience in editing the first issue of the *IJEI*. A journal such as this must adhere to the highest principles of educational integrity, including taking special care to avoid inadvertent plagiarism, or unethical publishing practises. A particular challenge in the current competitive academic climate has been to insist that all contributions were entirely original, not published previously in any form, and that due reference to authors' own research was given in the text. For this reason, a number of potentially good papers needed to be rejected.

We are very pleased with the final compilation of papers presented in this issue. We are particularly indebted to Dr Donald McCabe, Professor of Management and Global Business at Rutgers University, New Jersey. He is a leader in the area of academic integrity, and we are grateful for his special interest in fostering an awareness of this issue in Australia. We thank him for his generosity in providing the opening paper for this inaugural issue of the journal.

Jude Carroll has likewise provided a great deal of leadership both in the United Kingdom where she is based, and in Australia. Together with her colleague Jon Appleton from Oxford Brookes University, she has contributed a thought provoking paper which illustrates the complexities of addressing issues of plagiarism in a consistent and transparent way.

The three other papers in this issue use a range of theoretical frameworks and methodologies to examine issues of educational integrity from the perspective of both international, English as an Additional Language (EAL) and local students.

Ursula McGowan, from the University of Adelaide, uses the seminal work of Halliday and Hasan (1985) to explore the pedagogic value of helping EAL students to extend the repertoire of their 'own words' from spoken to written language as a means of avoiding plagiarism. Sue Saltmarsh, from the University of Western Sydney, draws on poststructuralist theory to critique what she sees as underlying racism at the heart of the commodification of tertiary education and the impact this has on international students. Finally, the paper by Celia Thompson from the University of Melbourne, is framed by the work of Bakhtin (1981), Kristeva (1986) and Howard (1999), and investigates students' struggles with the politics of text/knowledge construction while they simultaneously strive for ownership of their written work.

The papers by McGowan, Saltmarsh and Thompson make a valuable contribution to the interdisciplinary literature on both educational integrity and pedagogies for international education. However, as one reviewer noted, the danger of these issues “becoming a publication topic popular amongst those working with international students is that they may unwittingly contribute to the perception that the issue is confined to this group of learners”. There is also a danger that the debate on educational integrity in Australia will become too narrowly focussed on plagiarism.

While the journal welcomes papers relating to both of these topics, we encourage researchers to look beyond the field as it has so far been defined. Educational integrity is an expansive topic embracing many complex issues for and about a range of stakeholders, including students, teachers, academics, administrators and policy makers, and situated in a variety of contexts. For future issues, we invite contributions that recognise this diversity.

Helen Marsden and Tracey Bretag (Co-Editors)



Helen Marsden is a graduate of the University of Canberra where she earned a first class honours degree in Applied Psychology, and she is presently a PhD candidate at the University of South Australia. Her research interests include factors that influence students' engagement in dishonest academic practices, particularly personality factors and aspects of social strain. Helen was convenor of the inaugural Educational Integrity conference (Adelaide, 2003) and is the founding Chair of the Asia Pacific Forum on Educational Integrity.

Tracey Bretag, BA(Hons), MA, Ed.D, coordinates the core communication courses for both EAL and local students in the School of Management at the University of South Australia. Tracey's doctoral research included action research to explore best classroom practice for EAL students, interviews regarding the implementation of plagiarism policies, and computer mediated discourse analysis of emails exchanged with postgraduate EAL students. Tracey's research interests include educational integrity, Teaching English to Speakers of Other Languages (TESOL), computer mediated communication, interculturality, and gender equity.

Tracey Bretag (left) and Helen Marsden