Editorial, Volume 2, Issue 1

It is with great pleasure that we welcome you to the second issue of the *International Journal for Educational Integrity* and the first for 2006. During the five months since the launch, the journal has attracted significant national and international interest, as it was heralded as being the first such journal in the world (see *The Australian* 13 December 2005; *The Chronicle of Higher Education*, 20 December 2005). The following review by Rebecca Moore Howard, Associate Professor of Writing and Rhetoric, and Director of the writing program at Syracuse University, appeared in her weblog *Schenectady Synecdoche*, on 27 January 2006.

> …another new journal focused on academic integrity has entered the fray: the *International Journal for Educational Integrity*. A preliminary evaluation: It's sponsored by the University of South Australia Library…[The Editors have] an idea of transgressive authorship as a scholarly field rather than police action; their inaugural issue has a leadoff article from Don McCabe, the foremost quantitative researcher in the field and a well-known advocate of honor codes, and it concludes with an article by Celia Thompson, who's writing her dissertation on student authorship, under the direction of Alastair Pennycook. IJEI is offering not only authoritative voices but also a genuinely diverse range of viewpoints—a promising start for a new journal.

This new issue comprises selected papers from the 15 refereed papers presented at the *2ⁿᵈ Asia-Pacific Conference on Educational Integrity*, held at the University of Newcastle in December 2005. The four papers in this issue have been chosen because of their particular relevance to the aims of the journal, and for their diverse international contribution to the emerging field of educational integrity.

John Atkins from Griffith University and William Herfel from the University of Western Sydney, provide the context for the current interest in academic integrity in Australia by tracing recent changes in higher education. They argue that material conditions constrain the capacity for institutions and individuals to act with educational integrity. Drawing on one high profile case, combined with the authors' own extensive experience, they explore the impact of resource scarcity on policy and procedures. Their paper concludes by asking whether a return to traditional academic values can be achieved in the current climate where education has become a marketable commodity.

The three other papers in this issue provide details about how particular institutions are exploring and responding to plagiarism. Christina Mainka, Scott Raeburn and Shirley Earl from Napier University in Scotland report on a U.K. institution's university-wide approach to dealing with plagiarism over a two year period. The authors provide extensive detail about how the university action plan was designed, implemented and analysed, with reflection on both the positive and negative elements of the approach. Relative rates of academic misconduct were tracked across the duration of the ongoing project, with data presented from various student cohorts. This paper would be particularly valuable for other institutions intending to institute similar strategies to address a range of issues of educational integrity.

Stephen Marshall and Maryanne Garry from Victoria University of Wellington, New Zealand report on research which sought to address anecdotal evidence that international, Non-English Speaking Background (NESB) students are culturally predisposed to plagiarise in comparison to English Speaking Background (ESB) students. Using a novel approach to data collection, the authors concluded that the NESB students in their study were less likely to understand the university's policy on plagiarism, and therefore more likely to plagiarise than ESB students. However, high levels of plagiarism were reported by both groups of students, making a focus on plagiarism by NESB students both unnecessary and counter-productive.

Ruth Barrett and James Malcolm from the University of Hertfordshire, in England, demonstrate the value of a holistic approach to plagiarism education. The authors report on an action research project wherein 182 students had their assignments submitted to electronic plagiarism detection software prior to handing in their work for assessment. Students then had the opportunity to resubmit their work, having identified possible areas of plagiarism. Barrett and Malcolm's approach is one that could easily be adapted in various institutions and disciplines, so that electronic plagiarism detection software becomes a learning tool rather than policing mechanism.

We are looking forward to publishing the third issue of the journal in July/August this year, and invite appropriate submissions. In particular, we would be keen to receive manuscripts which address larger issues of educational integrity, in addition to research on plagiarism. A number of authors have expressed an interest in special theme-based issues – if you have an idea for a theme, we'd like to hear from you. We hope you enjoy the second issue of the *International Journal for Educational Integrity*, and welcome any comments or feedback.

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Editors