

Foreword

Deceitful academic misconduct, in particular plagiarism, is problematic and troublesome. Such behavior pollutes the academic literature, contaminates student assessments, instructor evaluations, and it confounds all academic achievement grades. As a result, it complicates all literature reviews and concomitant research. It veils the recruitment and retention of qualified faculty, at all levels of education. It riddles the professional opinions of employers and college admissions officers, inspiring unfair promotions and awards for underachievers, and in tandem, overlooking more highly qualified applicants. In sum, there is no up-side, everyone loses when cheating and/or plagiarism are employed. Even when cheating is detected, everyone loses. Education and prevention are praiseworthy best responses to this pervasive threat to scholarship, teaching, learning, assessment, evaluation, and grading.

Early in my academic career I addressed problems with assessment, evaluation, and reporting. I published an article discussing an incipient list of principles of assessment; inviting educators to think more holistically about the intrinsic links between assessment, evaluation, and reporting. The principles, when put into practice, are designed to educate and they do much to prevent plagiarism and other deceitful acts of academic misconduct. The assessment principles included:

- Focus on learning and academic achievement by using assessment and reporting practices that contribute to students' learning.
- Provide for equal opportunity and ensure all student assessments are inclusive of race, gender, sexual orientation, age, socioeconomic class, and disability.
- Make sure values of the discipline are congruent with assessment and reporting processes. In other words, minimum criteria need to be set, and met by students, and avoid student assessment procedures that are based on improvement and/or effort.
- All assessments have limitations, recognize those limitations and provide notice to students. For example, if students will be penalized for plagiarism or cheating, they should be given notice. Tell students what will happen; ensure everyone knows and understands the institution's academic integrity policy. *Will plagiarism be treated as an academic issue or a behavioral issue?*
- Promote respect and cooperation by employing criterion referenced grading. Highly competitive assessments adversely affect student/student and teacher/student relationships, thus adversely affecting teaching and learning.
- Students can be active participants in the assessment process. Value self-assessments and utilize them to inform assessments, evaluations, and reporting. Encourage students to redeem their academic work (written papers, opinions, hypotheses) after receiving peer feedback on their answers to assignments, and only accept students' best work for grading.

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- Student assessment reports should communicate academic achievement to those who need to know. The report must be consistent with assessment policies, and be meaningful to the intended audience. Hence, reporting should be all-inclusive and convey an accurate academic achievement grade, only to be interpreted by those who have an interest in the student's future endeavors.

Through education and prevention, we can generate a 'win/win' situation where students learn to value and practice academic integrity. They can learn to view assessments as worthwhile reflective feedback, and as important rites of passage in the continuum of lifelong learning.

Dr. Velliaris' handbook of research provides an excellent response to addressing issues surrounding academic integrity; it educates and helps prevent cheating and plagiarism by informing all concerned. First, this handbook provides an epistemological analysis of past problems. Then, it foretells a future complicated by a new generation of online instructors, technologies, and students; all utilizing a world-wide knowledge base available online, twenty-four-seven. Contributing authors, from around the world and across disciplines, address issues of morality surrounding the concept of 'truth'. They help us to live with the ambiguity of many questions surrounding the abstract principle, 'be true to yourself and others'. Authors describe ways to prevent cheating and plagiarism through education. These ideas will be helpful for students, employers, higher education administrators, technical support personnel, instructors, program and course developers, and researchers. I applaud their good work.

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Paul Gathercoal is Professor of Education at the University of Idaho. Previously he has served as Professor and Chair of the Curriculum and Instruction Department in the College of Education at the University of Idaho in Moscow, Idaho (2008-2016). Gathercoal was Professor and Program Director for Assessment, Curriculum & Instruction, and Educational Technology in the School of Education at California Lutheran University in Thousand Oaks, California (1997-2008). He has also served as an assistant professor of education at Gustavus Adolphus College in St. Peter, Minnesota (1991-1997). He has been a classroom teacher and the Media Studies Project Officer in the South Australian Education Department (1974-1988), and after serving in the US Army (1971-1973); he taught fifth grade for one-year (1973-1974) in Eugene, Oregon. Gathercoal earned a BS in Education from Southern Oregon College (1971). He earned MEd and PhD degrees in Curriculum and Instruction from the University of Oregon (1974; 1990). Gathercoal has authored and co-authored numerous articles and conference presentations on assessment, school discipline, neuroscience, cognition, and behavior, media literacy, and educational technology. He has co-authored three books, *The judicious parent* (in press), *Judicious coaching*, and *The judicious professor*. He also authored and co-authored chapters in *Judicious discipline, beyond behaviorism: Changing the classroom management paradigm*, and *Practicing judicious discipline*.