

19.6.2026

**Author**

ZIVCAKOVA, Lucia (WOOD, Eileen)

**Title**

Examining instructional interventions : encouraging academic integrity through active learning approaches / Lucia Zivcakova and Eileen Wood

**Publication year**

2015

**Source/Footnote**

In: Exploring learning & teaching in higher education / Mang Li ; Yong Zhao (eds.). - Berlin [u.a.] : Springer, 2015. - S. 191 - 205

**Inventory number**

37176

**Keywords**

Studentenschaft : Studienverhalten ; Wissenschaft : Ethik in der Wissenschaft

**Abstract**

Academic integrity is a broad term used to identify ethical conduct in educational contexts. With respect to students, academic integrity reflects honesty in the representation of work completed in and out of the classroom. Specifically, this includes the preparation, completion, and submission of assignments and examinations, as well as the interactions that occur among students, and between educators and their students (Bertram Gallant and Drinan in *Can J High Educ* 38(2):25?44, 2008; Devlin in *J High Educ Policy Manage* 28(1):45?58, 2006). A corresponding term academic misconduct reflects situations where the general principles of ethical behavior have been violated. Specifically, misconduct includes any transgression, which allows a student to gain an unfair advantage over one?s peers, therefore resulting in an erroneous evaluation (Davis in *Cheating in School: What we know and what we can do*. Wiley, Malden, 2009). The following chapter explores innovative programs designed to provide students with the information they need to determine what is

**19.6.2026**

and what is not ethical academic behavior, and to conduct themselves with integrity throughout their academic experience. (HRK / Abstract übernommen)

**Signature**

W 01 EXPL