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**Abstract**

Whose role is it to teach academic integrity to university students? We explored academics' conceptions about their role in promoting academic integrity in two countries, namely New Zealand and Finland. We used Q methodology to find common configurations of perspectives that can help us understand the premises based on which academics approach the tasks and roles associated with teaching academic integrity. The 56 academics in our sample were asked to sort 42 statements highlighting a broad spectrum of perspectives on academic integrity and the teaching of it, and answer some related interview questions. A centroid factor analysis using PQMethod software resulted in five configurations of views with distinctive characteristics. We used three frameworks to interrogate these differences: (1) possible narrative from a students' perspective, (2) Biggs's levels of thinking about teaching, and (3) an ethical interpretation. Academics at our institutions appear united in respecting the importance of academic integrity, but not of one mind about what it is, how it should

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be taught, whether or not it can be taught, whose responsibility it is to teach it, and how to handle cases of misconduct. The results suggest that teachers are confused about integrity policies extant in higher education and about their roles within these.(HRK / Abstract übernommen) Löffström, Erika,  
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