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Abstract

In this ethnographic study, I will show that students at Czech university departments employ copying strategies as part of the dominant educational practices centred on the 'replication' of authoritative knowledge. In the teaching/learning situations that we observed, teachers 'transmit' knowledge to students, who are expected to 'replicate' it in exams, which students manage by either memorization or copying; either way, students are excluded from knowledge construction. This educational configuration is re/produced not just by students and teachers but also by buildings and spaces built for frontal instruction; by projection technologies transmitting fixed knowledge; by students' community websites that enable sharing and electronic replication of lecture or crib notes; and by public policies of higher education funding or quality assurance. In conclusion, I will argue that many fundamental aspects of research on student so called 'cheating' need to be re-examined because this study demonstrates that student copying is integral to the dominant configuration in Czech higher education. This 'normality' of student copying challenges the moralist consensus of the literature,

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expressed in the very term 'cheating' as well as in proposals to counter student copying by instilling academic integrity in students, while ignoring complex higher education configurations. (HRK / Abstract übernommen) Pabian, Petr, E-Mail: petr.pabian@gmail.com