



2018世界教育日

World Education Day-2018

主题：传承、开放、智能、共享
Theme: Inheritance, Opening, Smartness, Sharing

时间：2018年9月28-30日
Time: September 28-30, 2018

地点：中国·济南
Place: Jinan, China

会刊 Conference
Abstract Book



孔子诞辰2569年——公元前551年9月28日



Hosting Organizations

UNESCO International Platform for Knowledge Economy
Shandong Association for International Exchange of Personnel
BOAO Education Forum for Asia
Beijing Global Talent Exchange Association

Operating Organizations

BIT Group Global Ltd.
Seadragon Innovation Institute of International Education (SIIE)
Beijing Royal School
Maple Leaf Educational Systems

Co-Hosting Organizations

China Council for the Promotion of International Trade, Jinan Sub-council
International Society for Technology in Education
Seadragon Education Service Co., Ltd
Hame University of Applied Sciences, HAMK
International Vocational Education Platform
China Institute for Occupation Research, Peking University
Training Center for College of School Principals, Beijing Normal University
Lvy League Education and Technology Research Institute
Shandong HuanLong Culture Media Co., Ltd.

Supporting Organizations

Shandong Provincial Administration of Foreign Experts Affairs
Jinan Municipal Administration of Foreign Experts Affairs
Shenzhen Women and Children's Development Foundation
Shandong University
Shandong Normal University
Shandong Jianzhu University
International Association of University President (IAUP)
The College Board



Title: Confronting Plagiarism: A Process and Remediation Program that Works

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Abstract

Academic misconduct, plagiarism, and a recent term, "misuse of sources," plague universities and secondary educational institutions. Plagiarism is the presentation, whether intentional or unintentional, of another's work as if it were one's original work. To ensure intellectual honesty, contributions from others used in students' work must be appropriately acknowledged. It can be difficult to clearly define plagiarism, as it exists in many forms and often may not be deliberate but is a result of poor scholarly skills. Plagiarism is becoming a significant problem which may impact the reputation of universities and secondary educational institutions. It has been reported that between 63% and 87% of students in secondary educational institutions have admitted to cheating during their studies through various forms of plagiarism. Opportunities for plagiarism have been enhanced through the increasing accessibility to electronic resources. The growing problem of plagiarism can escalate grade inflation, unfair grading practices, and can result in graduates who lack the requisite reflection and critical analysis expected with advanced education. Faculty members struggle to identify and provide consistent processes for managing plagiarism. Faculty may not be well informed on what constitutes plagiarism, how to evaluate for it, not have access to electronic services for detection, or be time pressured by workloads. There may be lack of institutional policy and procedures, a fear of reprisals and litigation, limited administrative support, or the desire to not adversely affect student's advancement and academic standing. Additionally, the unique characteristics of online education, the trend of larger class sizes, bullet point lecture notes, relying on written assignments for assessment, and altered expectations for reading and synthesizing textbook material may all contribute to the increase in plagiarism. This educational session will discuss the prevalence of plagiarism in educational institutions, reflect on what may be the best practices in dealing with plagiarism, and share one university's experience with developing processes and procedures to better manage incidents of plagiarism. Our experience has been that having consistent processes, for providing equitable practices and clear guidance to faculty and careful documentation and tracking are essential to strengthening a culture of scholarship. Our experience has also been that many universities fall short in these efforts.

Biography

Dr. Helen Ewing is the Dean of Nursing at Carrington College in Arizona, United States. Prior to this role, Helen spent three years in Africa working with the Ministries of Health, universities and colleges to assist build the health systems of Rwanda and Liberia. Dr. Ewing holds a nursing diploma; and bachelor and master's degrees in nursing, specializing in management and quality improvement. Helen completed her doctorate degree from Nova Southeastern University, specializing in international healthcare, proposing a model for the delivery of primary healthcare in rural India. Helen has experience in various leadership, academic, and clinical roles in Canada and the United States; and working in resource-poor countries (Liberia, Rwanda, Cambodia, Kenya, Bangladesh, India). Dr. Ewing's research interests include issues affecting global health, quality of life of nurses, healthcare leadership, online education, and academic integrity. Dr. Ewing believes that nursing is the best profession for diversity, mobility, and helping society; and she has a passion for quality, student-centered education and advancing the nursing profession locally and internationally.