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ATTITUDE TO PLAGIARISM IN DIFFERENT EUROPEAN COUNTRIES

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Abstract

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Plagiarism is an important and frequently discussed issue, which may have severe financial impacts for higher education institutions across Europe. However, there are different attitudes to this topic in different countries. Whereas ECTS aims to provide an objective measurement of student effort allowing students to spend part of their studies at different institutions and even different countries, the penalties for plagiarism and other types of cheating may be different. Even the definition of plagiarism may be understood differently in particular European countries. One of the aims of the project IPPHEAE is to identify these differences and try to find common solutions for related problems.
The aim of the paper is to present results of research focused on attitudes to plagiarism in Great Britain, Czech Republic, Poland, Lithuania, Cyprus and Bulgaria. A questionnaire survey was conducted in these countries among students and teachers. The results are interesting and inspiring and show huge differences in attitude to plagiarism between western and post-communist countries, surprisingly including the Czech Republic in the group of western countries.

plagiarism, higher education, project IPPHEAE

Plagiarism is one of the frequently discussed issues in higher education, which is caused by different aspects to this problem. The view of plagiarism differs country by country; the view of students differs from the view of teachers. Students are asked to make more and more assignments and projects, which, together with online availability of huge amount of resources, tempt students to plagiarism. The development of information technologies makes it easier not only to plagiarise, but also discovering it.

According to (Sutherland-Smith, 2008), plagiarism is *an act of taking and using another person's thoughts, writings, inventions, ideas, etc. as one's own*. The Czech terminological database defines plagiarism according to (Brandejsová *et al.*, 2009) as an *unauthorised piracy (exact or partial) of an artwork or scientific work of another's person. which is presented as an original without mentioning the original source*.

The server plagiarism.org distinguishes several types of plagiarism:

- Sources are either not referenced or cited. The author sometimes tries to cover his cheating by changing word order, using synonyms, etc.
- Sources are referenced correctly, but not cited in the text. In some cases, the article doesn't contain any author's own contribution.

In both cases, the plagiarism may be either deliberate or unintentional. Deliberate plagiarism includes downloading the work from the Internet, copying another's work without mentioning the source (Gilmore, 2008), or buying the work from someone else (Desena, 2007). Unintentional plagiarism can be caused by author's unawareness of citation ethics, considering another's thoughts as one's own or considering another's ideas as common knowledge. Even these are the acts of plagiarism; but penalties in these cases shouldn't be so serious.

Plagiarism is much easier in the age of the Internet. For example, the number of students who admitted copying from the Internet increased from 13 % in 2000 to 41 % in 2002 (Sutherland-Smith,

2008). However, the Internet is not the universal cause of plagiarism. As it helps plagiarists, it also helps teachers to uncover plagiarism of their students and becomes a battlefield where cheaters fight with gatekeepers of ethics. Teachers may then need to devote more effort to detecting plagiarism rather than leadership, inspiration of students and teaching them how to read, write and synthesize (Howard, 2007).

Students are often confused by different attitudes to plagiarism at different schools. Those who study abroad may experience more serious cultural shock as plagiarism may have a totally different impact in particular countries. Serious differences between Southeast Asian countries and Australia are shown in (Sutherland-Smith, 2008). Whereas most Australian students are taught the citation ethics in high schools, students from China, Korea or Cambodia are often led to plagiarise their papers. When these students meet at an Australian university and write their essays or theses, the rate of using unreferenced ideas can be surprisingly high. As we show later in this paper, these differences can be found also among European countries.

MATERIAL AND METHODS

This paper presents some early results from the project Impact of Policies for Plagiarism in Higher Education Across Europe (IPPHEAE). The project team is investigating policies and procedures in place in Higher Education Institutions across the whole Europe for detecting and preventing student plagiarism. We are interested in comparing the situation within and across countries and we are also interested in finding out how effective the current practices are. The project also includes the development of some new tools for helping with this global problem.

The project includes mainly a comprehensive on-line survey of European higher education institutions (HEI) at three different levels: Undergraduates and master's students, teaching staff and senior management (ippheae.eu, 2012). The data gained by the survey should help HEI to find the optimal way for preventing plagiarism and encourage the development of effective policies for plagiarism across European Union.

Although much more data is expected in following months, some research was made even with part of the data, because the data set is already large enough. More than 1300 responses were gained from 6 different European countries (Bulgaria, United Kingdom, Czech Republic, Poland, Cyprus, and Lithuania). As these countries represent typical European regions, the research team believes that the data can be generalized. We have to admit, that there are not enough teachers' responses from Lithuania (4) and Bulgaria (6), which may influence the accuracy of results. Number of students' responses is high enough from each mentioned country. We have gained approx. 300 students' responses from CZ, PL and CY and approx. 100 students' responses from UK, LT and BG. Regarding teachers' responses, we have gained approx. 100 of them from UK, 20 from CY and PL and almost 200 from CZ.

The questionnaires were translated into different languages, fourteen in total, to ensure that students and teachers were able to understand the questions and respond in their own voices.

RESULTS AND DISCUSSION

Students' view of plagiarism

The very first question of the survey asked students to define plagiarism with one sentence. The answer to this question may play a crucial role in interpretation of next data, because the different attitude to plagiarism influences responses to following questions.

The most common answers of Czech students were "Copying a text or thought without referencing the original author" or "Violating author's rights". British students answer "Taking someone else's work and as your own" or "cheating". The most common Bulgarian answer is "Stealing another's thoughts" and "Copying intellectual work of someone else". Lithuanian students answer very briefly, the most common are answers like "Copy" or "Copy of work". Polish students provided long answers mentioning more aspects including copying or stealing someone's work or intellectual property. Almost all of them mention, "without mentioning the original author", some add "illegal" and some of them try to quantify the rate of plagiarised text (more than 50 %). Also Cypriot students use in most cases words like "copying", "stealing" or "theft" and from their answers flows that the definition of the term plagiarism is well known to them. The only difference we can see is the briefness of Lithuanian answers, which may be caused by laziness or incompetence to formulate their own opinion or unawareness of the term.

I: *I became aware of the term of plagiarism*

	BG	CZ	CY	LT	PL	UK
Before bachelor degree	60.2%	70.0%	37.8%	72.6%	72.3%	28.6%
During bachelor degree	22.6%	19.7%	43.8%	20.5%	14.7%	14.3%
During masters degree	6.5%	6.7%	4.0%	0.9%	6.8%	54.8%
Still not sure	10.8%	3.7%	14.4%	6.0%	6.1%	2.4%

Second question focused on the time where students become aware of plagiarism. The results are shown in Tab. I.

We can note the similarity of the data in UK and CY, whereas the data from all the other countries are similar too. It may be caused by the fact that Cyprus is former British colony, so the system of education is similar. Other countries have communist history, which may explain the similarity in their data.

The next interesting question was asking whether students receive training in techniques for scholarly academic writing. Results are shown in Tab. II.

Let's merge disagreeing and agreeing answers, which will bring us closer view of students' responses, as shows Tab. III.

As we can see, students receive this type of training mostly in Cyprus and United Kingdom. In post-communistic countries the situation is the best in Lithuania and worst in Poland where training receives only slightly more than 14% of students. In the Czech Republic only approx. quarter of students are trained for proper academic writing. Thus, in these countries we can expect more cases of unintentional plagiarism.

Let's now move to the next question dealing with the existence of policies and procedures dealing with plagiarism at particular educational institution. The set of possible answers was the same, so we can do the same analysis, there are also merged answers "strongly agree" + "agree" and "strongly disagree" + "disagree" (Tab. V).

As we can see from the Table V, British students are the most convinced about the existence off policies and procedures, followed by Czech and Cypriot ones. In Lithuania, Bulgaria and Poland the rate is not so high, but still shows that the majority of institutions have their policies and procedures.

Comparing the previous question with the next one brings us interesting results. The students had to answer, whether they know what penalties would be applied to them if they committed plagiarism. The results are shown in the same form in Tabs. VI and VII.

As we can see, in Czech republic, the rates are almost the same, which means that students, who know about policies and procedures, are also familiar with their content. In some countries (BG, CY, UK) students know that policies exist, but lot of

II: *Students receive training in techniques for scholarly academic writing (students' answers)*

	BG	CZ	CY	LT	PL	UK
Strongly disagree	24.7%	27.1%	1.5%	19.7%	38.5%	10.0%
Disagree	20.4%	40.5%	12.9%	19.7%	41.0%	22.5%
Not sure	24.7%	3.3%	11.9%	13.7%	4.3%	17.5%
Agree	17.2%	21.4%	45.5%	25.6%	9.4%	35.0%
Strongly agree	8.6%	7.0%	22.8%	16.2%	4.7%	15.0%
Not applicable	4.3%	0.7%	5.4%	5.1%	2.2%	0.0%

III: *Students receive training in techniques for scholarly academic writing (merged students' answers)*

	BG	CZ	CY	LT	PL	UK
NO	45.1%	67.6%	14.4%	39.4%	79.5%	32.5%
Not sure	24.7%	3.3%	11.9%	13.7%	4.3%	17.5%
YES	25.8%	28.4%	68.3%	41.8%	14.1%	50.0%

IV: *This institution has policies and procedures for dealing with plagiarism (students' answers)*

	BG	CZ	CY	LT	PL	UK
Strongly disagree	5.4%	0.7%	1.0%	3.4%	2.9%	10.0%
Disagree	9.8%	2.0%	5.4%	8.5%	9.7%	2.5%
Not sure	33.7%	25.1%	23.8%	31.6%	49.5%	7.5%
Agree	29.3%	44.1%	37.1%	35.9%	27.8%	27.5%
Strongly agree	20.7%	28.1%	27.7%	10.3%	8.3%	52.5%
Not applicable	1.1%	0.0%	5.0%	10.3%	1.8%	0.0%

V: *This institution has policies and procedures for dealing with plagiarism (merged students' answers)*

	BG	CZ	CY	LT	PL	UK
NO	15.2%	2.7%	6.4%	11.9%	12.6%	12.5%
Not sure	33.7%	25.1%	23.8%	31.6%	49.5%	7.5%
YES	50.0%	72.2%	64.8%	46.2%	36.1%	80.0%

them don't know the punishments for plagiarism. The lowest knowledge of students about policies and penalties is in Poland, where only one third of students say they have procedures and even less know the punishment. The opposite case is Lithuania, where the percentage of students who are not sure about the existence of policies (or even state these don't exist), is less than the percentage of students who don't know about the punishment. So there may be non-documented regimes for how to punish students for plagiarism, but it is not written in any formal regulations.

The most practical evidence about students' view of plagiarism is in the answers to following question: *"Assuming that 40% of a student's submission is from other sources and is copied into the student's work (…), indicate your judgement on plagiarism (…)"* There were sub-questions specifying how an author dealt with copied text.

Answers to the first sub-question (*"word for word with no quotations"*) are shown in Tab. VIII.

We can see that the strongest convictions about plagiarism are in Czech Republic, followed by Poland and United Kingdom. Surprisingly, more than 20% of students in Bulgaria are not sure and almost 10% of Lithuanian students are convinced this is NOT a case of plagiarism.

Answers to the second sub-question (*"with some words changed with no quotations, references or in text citations"*) are shown in Tab. IX.

Although students were able to define plagiarism, many are obviously unable to apply this knowledge. Plagiarism is not only about copying text; it's about stating someone else's *ideas* as one's own. Many respondents did not recognise that the originator of the idea still needs to be acknowledged even though some words may have been changed, so there is no doubt this case is also serious plagiarism. The number of positive responses was significantly lower in all countries studied. In some countries, there were more negative responses (not sure + definitely not plagiarism) than positive ones. The most significant case is Bulgaria, but also Lithuania and Poland. In this case once again the Czech Republic had the highest correct response about plagiarism, followed by Cyprus and UK.

The very last question we are examining in this paper was about increasing the prevention. Students were asked about *"any suggestions or ideas on how to reduce student plagiarism"*.

VI: *I know what penalties are applied to students for different forms of plagiarism and academic dishonesty (students' answers)*

	BG	CZ	CY	LT	PL	UK
Strongly disagree	11.0%	0.3%	4.0%	2.6%	10.5%	9.8%
Disagree	14.3%	1.7%	19.0%	5.2%	39.0%	12.2%
Not sure	40.7%	26.5%	44.5%	22.4%	19.9%	19.5%
Agree	20.9%	55.7%	21.0%	46.6%	26.0%	41.5%
Strongly agree	8.8%	15.8%	4.5%	14.7%	4.0%	14.6%
Not applicable	4.4%	0.0%	7.0%	8.6%	0.7%	2.4%

VII: *I know what penalties are applied to students for different forms of plagiarism and academic dishonesty (merged students' answers)*

	BG	CZ	CY	LT	PL	UK
NO	25.3%	2.0%	23.0%	7.8%	49.5%	22.0%
Not sure	40.7%	26.5%	44.5%	22.4%	19.9%	19.5%
YES	29.7%	71.5%	25.5%	61.3%	30.0%	56.1%

VIII: *40% of student's submission copied word for word with no quotations (students' answers)*

	BG	CZ	CY	LT	PL	UK
Serious plagiarism	60.2%	74.1%	60.4%	40.7%	68.8%	63.6%
Plagiarism	14.8%	21.9%	28.7%	38.9%	27.9%	21.2%
Not sure	20.5%	3.0%	7.9%	11.5%	2.6%	12.1%
Definitely not plagiarism	4.5%	1.0%	3.0%	8.8%	0.7%	3.0%

IX: *40% of student's submission copied with some words changed with no quotations, references or in text citations (students' answers)*

	BG	CZ	CY	LT	PL	UK
Serious plagiarism	14.1%	31.3%	22.4%	15.9%	10.1%	21.2%
Plagiarism	11.8%	46.1%	45.8%	27.4%	38.2%	45.5%
Not sure	47.1%	16.7%	23.9%	39.8%	41.9%	33.3%
Definitely not plagiarism	27.1%	6.1%	8.0%	16.8%	9.7%	0.0%

It's difficult to distinguish quality or type of suggestions coming from different countries. Students mentioned following items:

- Greater awareness about plagiarism – e.g. special course
- Clarify what is and what is not a plagiarism
- Unify citation rules
- Greater sanctions and disclosure for offenders
- Don't repeat topics of assignments/dissertations
- Closer cooperation between teachers and students
- Software for plagiarism detection
- More time for writing assignments/dissertations.

Practically all these points were found in responses coming from all of the countries. However when the survey has been completed a more detailed analysis of the full data set may reveal some differences that are not yet apparent. This is beyond the scope of this paper.

Teachers' view of plagiarism

The teachers were also asked to define plagiarism in the first question. Their responses are more or less equivalent with students' responses proving that teachers are also familiar with the term. Let's move to the next question asking teachers whether their students receive training in techniques for scholarly academic writing. Results are shown in Tab. X.

Let's merge disagreeing and agreeing answers (as in case of students), which will bring us closer view of teachers' responses, as shows Tab. XI.

If we compare answers of students and teachers, we find out that in CY, PL and UK these answers are more or less similar, whereas in BG, CZ and LT the student and teacher responses differ. Bulgarian, Czech and Lithuanian teachers think students receive this type of training, however their students believe that they do not receive such training.

The same comparison has been done with the question about the existence of policies and procedures against plagiarism. Results are in Tab. XII; merged answers are in Tab. XIII.

The responses from Lithuania are really interesting. None of the answering teachers knows whether his/her institution has policies and procedures dealing with plagiarism. High correspondence of both students' and teachers' answers may be found in Bulgaria, Czech Republic,

X: *Students receive training in techniques for scholarly academic writing (teachers' answers)*

	BG	CZ	CY	LT	PL	UK
Strongly disagree	0.0%	7.3%	0.0%	0.0%	19.2%	0.0%
Disagree	16.7%	36.5%	18.2%	0.0%	34.6%	4.5%
Not sure	50.0%	10.1%	9.1%	0.0%	19.2%	13.6%
Agree	33.3%	37.6%	54.5%	50.0%	15.4%	36.4%
Strongly agree	0.0%	7.9%	18.2%	50.0%	11.5%	45.5%
Not applicable	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%

XI: *Students receive training in techniques for scholarly academic writing (merged and normalized teachers' answers)*

	BG	CZ	CY	LT	PL	UK
NO	16.7%	43.8%	18.2%	0.0%	53.8%	4.5%
Not sure	50.0%	10.1%	9.1%	0.0%	19.2%	13.6%
YES	33.3%	45.5%	72.7%	100.0%	26.9%	81.9%

XII: *This institution has policies and procedures for dealing with plagiarism (teachers' answers)*

	BG	CZ	CY	LT	PL	UK
Strongly disagree	16.7%	0.0%	9.1%	0.0%	7.7%	0.0%
Disagree	16.7%	14.6%	27.3%	0.0%	15.4%	0.0%
Not sure	0.0%	9.0%	9.1%	100.0%	38.5%	4.5%
Agree	50.0%	46.6%	27.3%	0.0%	30.8%	22.7%
Strongly agree	16.7%	29.2%	27.3%	0.0%	7.7%	72.7%
Not applicable	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%

XIII: *This institution has policies and procedures for dealing with plagiarism (merged teachers' answers)*

	BG	CZ	CY	LT	PL	UK
NO	33.4%	14.6%	36.4%	0.0%	23.1%	9.3%
Not sure	0.0%	9.0%	9.1%	100.0%	38.5%	3.1%
YES	66.7%	75.8%	54.6%	0.00%	38.5%	87.5%

Poland and UK. Cypriot students are much more optimistic than their teachers.

Let's now deal with the last general question: *I know what penalties are applied to students for different forms of plagiarism and academic dishonesty*. Answers of teachers are displayed in Tab. XIV and XV.

We can see that whereas in the Czech Republic, Poland and United Kingdom, students and teachers have roughly the same expectations, answers from other countries differ. In Bulgaria and Lithuania students know better their possible punishment than their teachers, but in Cyprus teachers think to be more informed than students.

We will now focus on the teachers' opinion about student's submission with 40 % of copied text. Teachers got the same description of situation and were asked to decide whether it was a case of plagiarism or not, and whether apply penalty. Let's now compare teachers' answers across countries and with the students' responses.

As we can see on the first sight, teachers' answers match with students' ones, teachers take this slightly more seriously. Let's now look at situation when student copies 40% of his/her submission and change some words.

We can see that majority of teachers in all of the examined countries see this as plagiarism or serious plagiarism. The biggest difference between students' and teachers' opinion can be seen in Cyprus followed Lithuania; the best match in the answers of students and teachers is in Czech Republic. Whereas the most aware students are in Czech Republic followed by Cyprus and UK, the Cypriot teachers are the most aware about what is plagiarism, followed by Czech Republic and UK. The highest level of tolerance of plagiarism is in Bulgaria (according to the opinion of both teachers and students).

The survey contains also one interesting pair of questions for teachers: *I believe one or more of my colleagues may have used plagiarised or unattributed materials in class notes* and *I believe I may have plagiarised (accidentally or deliberately)*. Even it is not obvious on the first sight, these questions are asking almost the same thing – the only difference is the subject committing possible plagiarism – and therefore the answers should be similar. Let's look at the reality (Tab. XVIII and XIX).

Let's merge agreeing and disagreeing answers to both of the questions.

XIV: *I know what penalties are applied to students for different forms of plagiarism and academic dishonesty (teachers' answers)*

	BG	CZ	CY	LT	PL	UK
Strongly disagree	16.7%	3.4%	9.1%	0.0%	11.5%	0.0%
Disagree	0.0%	8.5%	27.3%	25.0%	34.6%	4.5%
Not sure	66.7%	24.9%	9.1%	50.0%	3.8%	22.7%
Agree	0.0%	50.3%	36.4%	25.0%	42.3%	36.4%
Strongly agree	0.0%	12.4%	18.2%	0.0%	7.7%	36.4%
Not applicable	16.7%	0.6%	0.0%	0.0%	0.0%	0.0%

XV: *I know what penalties are applied to students for different forms of plagiarism and academic dishonesty (merged teachers' answers)*

	BG	CZ	CY	LT	PL	UK
NO	16.7%	11.9%	36.4%	25.0%	46.1%	4.5%
Not sure	66.7%	24.9%	9.1%	50.0%	3.8%	22.7%
YES	0.0%	62.7%	54.6%	25.0%	50.0%	72.8%

XVI: *40 % of student's submission copied word for word with no quotations (teachers' answers)*

	BG	CZ	CY	LT	PL	UK
Serious plagiarism	83.6%	71.9%	72.7%	50.0%	80.8%	90.9%
Plagiarism	16.7%	23.6%	27.3%	50.0%	15.4%	4.5%
Not sure	0.0%	3.9%	0.0%	0.0%	3.8%	4.5%
Definitely not plagiarism	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%

XVII: *40 % of student's submission copied with some words changed with no quotations, references or in text citations (teachers' answers)*

	BG	CZ	CY	LT	PL	UK
Serious plagiarism	16.7%	31.2%	60.0%	25.0%	15.4%	27.3%
Plagiarism	33.3%	45.5%	40.0%	50.0%	57.7%	63.6%
Not sure	33.3%	12.5%	0.0%	25.0%	23.1%	9.1%
Definitely not plagiarism	16.7%	1.7%	0.0%	0.0%	3.8%	0.0%

XVIII: *I believe one or more of my colleagues may have used plagiarised or unattributed materials in class notes*

	BG	CZ	CY	LT	PL	UK
Strongly disagree	0.0%	5.1%	0.0%	0.0%	0.0%	4.8%
Disagree	0.0%	17.4%	9.1%	0.0%	30.8%	7.9%
Not sure	16.7%	37.6%	27.3%	50.0%	26.9%	36.5%
Agree	66.7%	30.3%	54.5%	50.0%	42.3%	28.6%
Strongly agree	16.7%	8.4%	9.1%	0.0%	0.0%	22.2%
Not applicable	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%

XIX: *I believe I may have plagiarised (accidentally or deliberately)*

	BG	CZ	CY	LT	PL	UK
Strongly disagree	16.7%	12.9%	9.1%	0.0%	3.8%	21.9%
Disagree	33.3%	39.3%	36.4%	50.0%	38.5%	28.1%
Not sure	50.0%	24.2%	27.3%	25.0%	19.2%	14.1%
Agree	0.0%	23.6%	9.1%	25.0%	38.5%	23.4%
Strongly agree	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%
Not applicable	0.0%	0.0%	18.2%	0.0%	0.0%	0.0%

XX: *I believe one or more of my colleagues may have used plagiarised or unattributed materials in class notes (merged answers)*

	BG	CZ	CY	LT	PL	UK
NO	0.0%	22.5%	9.1%	0.0%	30.8%	12.7%
Not sure	16.7%	37.6%	27.3%	50.0%	26.9%	36.5%
YES	83.3%	38.7%	63.6%	50.0%	42.3%	50.8%

XXI: *I believe I may have plagiarised (accidentally or deliberately) (merged answers)*

	BG	CZ	CY	LT	PL	UK
NO	50.0%	52.2%	45.5%	50.0%	42.3%	50.0%
Not sure	50.0%	24.2%	27.3%	25.0%	19.2%	14.1%
YES	0.0%	23.6%	9.1%	25.0%	38.5%	23.4%

As we can see, the most plagiarising colleagues are in Bulgaria, followed by Cyprus, UK and Poland. The highest admittance of possible plagiarism of the respondents is in Poland, followed by UK and Czech Republic. There is a notable contrast between Bulgaria and Poland. In Bulgaria almost all of the people think their colleagues may have used plagiarised materials, but nobody admits that he or she may have plagiarised himself or herself. Polish teachers are much less suspicious about their colleagues (almost one third is convinced that none of their colleagues may have plagiarised – the highest number among examined countries) and much more critical about themselves (possible commitment of plagiarism admit more than one third of respondent – again the highest number among examined countries).

It is important to look back at the teachers' responses to the practical question about what constitutes student plagiarism. As a large percentage of the teachers in every country surveyed downplayed the significance of the second clear case of serious student plagiarism (table XVII), it is unlikely these teachers would be able to appreciate when they themselves or their colleagues may have plagiarised.

The teachers were asked to provide any comments, suggestions or ideas how to prevent plagiarism. The most frequent suggestions were *more explanations*, *training students in writing skills*, *have clear rules and punishment for their violation* and *make assessments unique*. In general, their answers were the same as the answers from students.

We can also note a difference in reasons for plagiarism. Both students and teachers state the easiness of copying from the Internet as the most significant reason, but this is the only similarity. Then students state mainly unawareness about plagiarism, whereas teachers suspect them of deliberate plagiarism or cheating. This is consistent with answers in Tab. III and XI, where we showed that teachers think students have more information about plagiarism than students think.

A teacher from UK, who has obviously taken completely different point of view, provided the most interesting answer: *The ability to write is predicated upon the ability to read. Most of my students cannot read, therefore, they cannot write, and therefore they have no*

option but to plagiarise. However this statement has to be interpreted by understanding the nature of student populations in UK universities. About 90% of students on some UK masters' programmes are international students for whom English is not the first language.

CONCLUSIONS

The differences in attitudes to plagiarism were demonstrated between the countries surveyed. The data collection continues until December 2012. The research will be conducted in all European countries to make sure that results from chosen countries may be generalized. Let's summarize the most interesting results:

- In the eastern European (post-communist) countries students meet the term plagiarism before their bachelor studies, whereas in western countries they become aware of it during their bachelor studies.
- In the other countries surveyed students more often receive training in academic scholarly writing. However, teachers in eastern European countries are convinced that their students receive this type of training as well.
- The majority of students are convinced that their institutions have policies and procedures for dealing with plagiarism in all of examined countries. However, in Bulgaria, Cyprus and Poland most of the students don't know what the penalties are. In Lithuania students know the penalties, but lot of them deny the existence of any policy. The existence of anti-plagiarism policies is also denied by Lithuanian (and partly Cypriot) teachers.
- If there is 40% of student's submission copied without any quotation or reference, the highest rate of understanding about plagiarism is in the Czech Republic, UK, Poland and Cyprus, whereas Lithuanian and Bulgarian teachers and students are more tolerant, especially if there are some words changed. As should be expected, teachers in all countries studied appreciate more than students when plagiarism occurs.
- Teachers from all of the countries would rather admit that their colleagues may have plagiarised than they would do about themselves. The highest difference is in Bulgaria, the lowest in Poland.

We can conclude that there is a lot of work in the field of informing both students and teachers about the problem of plagiarism, its types and method for reducing it. Some research is underway at the institutional, national and international levels (defining what is plagiarism and what is not, unifying citation rules, unifying penalties), but there are lot of issues, which may be solved by any teacher (greater cooperation with students, increasing students' motivation, providing unique assessments, promoting students to read, etc.).

SUMMARY

The goal of this paper was to show the differences in attitude to plagiarism among different European countries. Five countries conducting the IPPHEAE project (United Kingdom, Czech Republic, Poland, Lithuania and Cyprus) plus Bulgaria were examined using the detailed online survey with more than 1300 respondents from mentioned countries. The research has identified some differences between western and eastern countries and also some differences in students' attitude and teachers' attitude to the problem of plagiarism. Useful ideas and suggestions are included about how to reduce student plagiarism.

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