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Project Title: International student experience with academic integrity and academic misconduct
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SUMMARY OF STUDY FINDINGS

The goal of this study was to investigate the knowledge, understanding, and emotions associated with academic integrity and academic misconduct of international students studying at Canadian postsecondary institutions. This study was approved by the Joint-Faculty Research Ethics Board at the University of Manitoba (#J2020:035).

Sixty students responded to questions in an online survey. Our analysis of their responses revealed that participants were knowledgeable about academic integrity and academic misconduct; however, understanding of the concept of duplicate submission (also known as self-plagiarism) varied, indicating an important gap in educating students about specific aspects of policy in postsecondary education. A sizable proportion of participants reported that academic integrity expectations in their home country and in Canada were similar and they felt confident upon reading the policies and procedures of their Canadian postsecondary institution. Nearly one third of participants, however, reported feeling fearful and anxious upon reading or learning about these policies, and these feelings were associated with reduced understanding of academic integrity and academic misconduct. Only a few participants reported their emotions related to the discipline process, and they indicated dissatisfaction and fear related to the experience.

These findings may have implications for the delivery of academic integrity education to international students, how to improve student supports and resources, and how to refine academic integrity policies and procedures to improve the experience of students who come from abroad to study in Canada. The findings may also suggest that previous reports of an overrepresentation of international students in academic misconduct cases is due to factors other than a lack of understanding of academic integrity expectations.

We suspect that challenges associated with the COVID-19 pandemic may have affected students' availability to participate in our research on a larger scale. During this research, we have also come to realize that the conversation around academic integrity and academic misconduct may be uncomfortable and challenging. It is, however, important that all stakeholders, including students, instructors, and administrators, continue to be actively engaged in the conversation around academic integrity and academic misconduct as it affects all groups within academia but in potentially different ways. Active involvement and meaningful discourse has the potential to contribute positively to policy refinement, improving experiences, and creating better understanding around academic integrity and the implications of misconduct.