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Pedagogia no Ensino Superior

Academic fraud in higher education: how to solve the problem and ensure integrity

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Cultural extension and the integration of Incoming Erasmus students at the ESE Porto

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- *Plagiarism key issues and pedagogical strategies*
Digby Warren (London Metropolitan University, London).

Brochura nº7
- *The University's role in developing rights and social equity.*
Alistair Ross (Jean Monnet ad personam Professor; Emeritus Professor, London Metropolitan University, London, United Kingdom)
- *'In theory, yes; in practice, no': Is this the reality of Education for Citizenship in Higher Education.*
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Nº 8 – Julho 2010
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Nº 9 – Julho 2010
- *Democratização do ensino superior e exigência científica*
João Boavida & Helena Damião (Faculdade de Psicologia e Ciências da Educação, Universidade de Coimbra)
- *O Programa Nacional de Ensino do Português na ESEC: cooperação, renovação e produção de conhecimento no 1º Ciclo do Ensino Básico*
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ACADEMIC FRAUD IN HIGHER EDUCATION: HOW TO SOLVE THE PROBLEM AND ENSURE INTEGRITY

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ABSTRACT

Academic dishonesty is any type of cheating that occurs in relation to a formal academic exercise, and it has recently become widespread. A case study in the USA shows that 89.9% of undergraduate students cheated at least once during examinations in college. It is considered that there are three main causes of academic fraud: perceived pressure, perceived opportunity and rationalization. A research has shown that students are less likely to cheat when faculty takes steps to prevent academic fraud; however, it is not a fundamental solution. A long-term strategy is also important: e.g. early and continuous education in ethical behavior. A combination of short-term and long-term measures will enable a shift from a culture of success by any means to a culture of integrity.

1. INTRODUCTION

Academic honesty is taken very seriously in higher education. The code of academic conduct emphasizes that students, faculty, and administration all share responsibility for maintaining a fair and honest academic environment (OSJA, 2006a). Faculty and students both express confidence in the fairness of the juridical process, which resolves more cases through informal meetings with students than through formal hearings and which emphasizes education in the discipline process (OSJA, 2006a).

Academic dishonesty is any type of cheating that occurs in relation to a formal academic exercise, and it may be classified as follows (e.g. Decoo, 2002): (i) *plagiarism* – the adoption or reproduction of ideas or words or statements of another person without due acknowledgment; (ii) *fabrication* – the falsification of data, information, or citations in any formal academic exercise; (iii) *deception* – providing false information to an instructor concerning a formal academic exercise (e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work); (iv) *cheating* – any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment; and (v) *sabotage* – acting to prevent others from completing their work, and this includes cutting pages out of library books or willfully disrupting the experiments of others.

Academic dishonesty has been documented in every type of educational setting, from elementary school to graduate school, and has been met with varying degrees of approbation throughout history. Academic dishonesty (fraud) appears to be on the increase across the globe, in developing and developed countries alike. It is a costly threat to societies, to their efficient operation and to public trust in the reliability and security of their institutions (Eckstein, 2003). One of the outcomes of the increasing complexities of the modern developing economic and social order is the need to identify highly educated and skilled manpower and to assess individuals in the course of their education and training. Thus "high stakes" examinations and credentialing become an important part of the allocation system for professionals as well as other workers (Eckstein, 2003). Among the many causes of the growth in academic fraud is the fact that participation in formal education beyond the minimum required levels is increasing and that competition to gain credentials for educational, occupational and social advancement has grown.

The reasons for fraudulent behavior are not hard to identify. Success at school and in academic life has great value. Success in examinations opens the doors to "higher education and professional training" (Eckstein, 2003). It makes available opportunities that were severely limited in the past, when birth and inherited wealth were the major determinants of social and economic status. Now, as the cognitive elite challenges the traditional elite of birth, the academic ladder has become a highway. Education has opened major new avenues of advancement to growing numbers of citizens, a process that has gathered momentum since the nineteenth century in the developed world and which now extends to the developing nations. These routes, while far broader and more open than in former times, are nevertheless not yet open to all, in all places. As participation has grown, so has academic competition. Thus, while selection points narrow the open track for opportunities, the result is ever more intense competition for valuable prizes. Along with such increased competitiveness, numerous and complex forms of misconduct have developed, amounting to a wide variety of academic fraud (Eckstein, 2003).

In former times, cases of academic misconduct had been limited to individual instances and to a few kinds of fraud. But nowadays, the number and range of dubious practices have extended to widespread

misconduct, individual and systematic, organized and institutional. Society in general, and the educational world in particular, are increasingly becoming aware of this problem and looking for ways to limit it. The present paper will seek to update the state of knowledge in this area.

2. CURRENT DIMENSION OF ACADEMIC FRAUD

Student cheating on examinations has become widespread (e.g. Crouher, 1997). In many cases, the infrastructures necessary for efficient and fair management of education may be lacking. Perhaps even more importantly, public exception and attitude fundamental to efficient and impersonal management may be lacking. The record of misconduct is long and well-documented by a number of anecdotal (indirect) records (Cizek, 1999).

2.1. CASE STUDY IN THE USA

Researchers in the USA have described in detail how students cheat, how frequently they do so, and many of the correlates of cheating (McCabe, Trevino & Butterfield, 1999). McCabe's studies of high school students in the USA has revealed high levels of such misconduct, and provides a major contribution to knowledge of the forms and incidence of misconduct by students, and of the expressed reasons for such behavior (McCabe, Trevino & Butterfield, 1999). He found that 75–80% of students admit to copying from others or taking forbidden materials into tests or exams. Almost as many admitted that they had plagiarized work by others in written assignments (McCabe, Trevino & Butterfield, 1999).

Researchers began looking at the situation in the 1940s, arriving on college campuses with armfuls of anonymous surveys that pried from students information about their past transgressions (review in Michael, 2003). The measures obviously are not perfect, relying as they do on people being honest about their dishonesty. But the results have shown a definite trend over time. Most surveys done in the 1940s observed that less than one-quarter of students admitted to cheating on an assignment at any point during college. Now, using the same methods, researchers find that 50 to 80% of students own up to the

deed. One 1994 study reported that 89.9% of undergraduate students said that they had cheated at least once in college (review in Michael, 2003).

2.2. CASE STUDY IN AUSTRALIA

An Australian newspaper (Sydney Morning Herald, 2001) comments that the challenge to the integrity of Australian universities caused by internet assistance to students cheating in examinations and on their supposedly independent work reduces confidence in the education provided by those institutions. They predicted that by 2003, a large proportion of enrolments would be from overseas, that visiting students with language difficulties were already especially targeted by web sites, and that measures were needed to prevent a flood of sub-standard graduates (Sydney Morning Herald, 2001).

2.3. CASE STUDY IN UK

British universities appear to have elaborate and well-established quality control procedures. The system of external examining, where academics from another institution scrutinize assessments to ensure some degree of comparability and fairness to students, is virtually unique (Alderman & Brown, 2008). These institutional processes are regularly audited by the Quality Assurance Agency and the outcomes are in the public domain. In its most recent annual report the worst thing the agency could find to complain about was "gold plating", where institutions over-assure provision that might be subject to external scrutiny (Alderman & Brown, 2008). But there is another side to the picture. There is increasing evidence that academic standards are not being maintained, that grade inflation and various forms of cheating are more common than they should be, and that the external examining system is well past its sell-by date as a means of protection (Alderman & Brown, 2008). There has, over the past 10 to 20 years, been a series of developments that have seriously challenged, or could have so challenged, quality and standards. In no particular order of importance, they include (Alderman & Brown, 2008): (i) increasing numbers of students who are not well prepared for degree level study; (ii) increasing pressure on students to undertake paid employment when they should be studying; (iii) increased student consumerism, leading in extreme cases to attacks on staff; and (iv) increased class sizes (so that on some estimates the universities have higher student/

staff ratios than schools).

2.4. CASE STUDY IN PORTUGAL AND FINLAND

Student cheating on tests is the most familiar type of misconduct in education (e.g. Eckstein, 2003). The most common practice is to smuggle unauthorized material into the examination room. Helsinki University in Finland had a student exchange program (Erasmus) with Porto University in Portugal. Under this program, Porto University dispatched 14 students to Helsinki University. When the final examination was held on 4 December 2004, Portuguese students hid crib notes in their dictionaries; however, a Finnish invigilator found and took away the crib notes and the dictionaries (Oliveira, 2005). Portuguese students were considered by Helsinki University to be in the habit of cheating on examinations (Oliveira, 2005), and the exchange program with Porto University was annulled (Oliveira, 2005).

It is reported that modern methods of examination cheating are a far cry from looking at a neighbor's answer sheet, or covert, pre-arranged signals between exam-takers or smuggling written notes into the examination room (Eckstein, 2003). As far as the author knows, the easy availability of cheap and small electronic devices (e.g. a calculator with memory function) has increased the capacity of cheaters to obtain helpful information in the examination room (see figure 1a).

Figure 1. Examples of cheating methods experienced by the author as an invigilator: (a) go up or call to ask a question and distract the instructor long enough to snag someone else's test or answer sheet (this picture was taken during the individual exercise in 2007); (b) upper picture – a simple-to-use calculator, and lower picture – a programmable calculator can hold helpful information such as text, formulas, etc.

3. CAUSES AND MOTIVATIONS OF ACADEMIC FRAUD

Wells (2005) describes psychological research in discussing what has become known as the fraud triangle (cf. figure 2). The triangle suggests that there must be three elements for fraud to occur: perceived pressure, perceived opportunity and rationalization. Increases in the components of the triangle result in a higher likelihood of fraud occurring. Although the fraud triangle is used most often to discuss financial fraud, a closer look at research on why students cheat indicates that student cheating behavior falls within the elements of the fraud triangle.
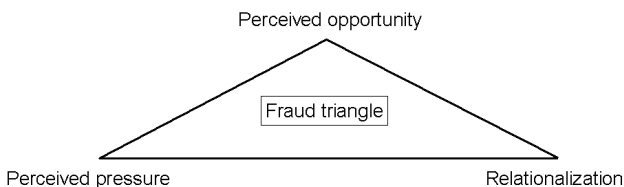

Figure 2. The Fraud Triangle – perceived opportunity, perceived pressure and rationalization

Gehring et al. (1986) provide a list of factors shown to contribute to student cheating. Based on this list, elements and factors of the fraud triangle are summarized in table 1.

Table 1. Elements and factors in the fraud triangle

Elements	Factors
Rationalization	- Students claim to be unclear about what behaviors constitute academic dishonesty. - Students believe that what they learn isn't relevant to their future career goals.
Perceived pressure	- Student values have changed. Succeeding at any costs has become a cherished value. - Increased competition for enrollment in high demand disciplines and admission to prestigious graduate and professional schools prompt students to cheat to improve their grades, not just to avoid failure. - Examinations are not properly secured and faculty members are casual about proctoring exams. Assignments and examinations are repeated frequently from semester to semester. - Faculty members may avoid using campus disciplinary procedures to avoid additional time requirements by simply giving those suspected of cheating a lower or failing grade.

As table 1 demonstrates, the fraud triangle provides a structure for examining student cheating and developing prevention and detection techniques.

3.1. PERCEIVED PRESSURE

Perceived pressure in an academic context is extensive. According to Whitley & Keith-Spiegel (2002), student pressure falls into six broad categories: (i) performance concerns (e.g. failing a course, grade pressure), (ii) external pressures (e.g. academic pressures, such as work load or number of tests on one day, or nonacademic pressures, such as parental expectations, etc.), (iii) unfair professors, (iv) lack of effort (not putting in enough effort to succeed so pressure is increased), (v) other loyalties such as helping a friend or helping a member of a fraternity or sorority, (vi) other items (such as viewing cheating as a game or a challenge). Typically, a student's motivation for cheating is to get a better grade and eventually to secure a job. The emphasis placed on grades by job recruiters creates an environment of intense competition which feeds the motivation (pressure) a student might have to cheat. Most faculties realize the importance placed on grades is outside their control. Because it is difficult for a faculty member to reduce the perceived pressure felt by students, it is even more important to focus on those elements that are easier to influence (rationalization and perceived opportunity).

3.2. RATIONALIZATION

Rationalization allows a student to justify cheating by creating a reason for cheating that is more compelling than honesty or integrity. Common student justifications include: cheating hurts no one; no one ever gets caught; friends come first or he/she needed my help; I only cheat in classes that aren't important to my major; everyone does it; I could lose my scholarship (or my parents will kill me) if I don't do well (Pillsbury, 2004; Whitley & Keith-Spiegel, 2002). Yet instructors are training students for a profession in which individuals often work alone and the evidence that work is performed is often only the attestation of the individual. Accountants, especially those in public practice, are held to a high standard of integrity and the public seems to believe that entry into this profession should be based on an individual's high level of personal integrity. This expectation for integrity must be integrated

into the students' personal morality through repeated ethical training in all accounting classes and we believe that each faculty member should stress the importance of individual integrity and discuss how many of the rationalizations are, in fact, untrue.

Rationalization includes a belief on the part of the cheater that what they are doing is not actually unethical. This is especially true when technology is used to cheat or defraud. A student might find shoplifting software from a computer store reprehensible, but will illegally copy a software program from a friend. Most students would not break into a physical office, but see hacking into a computer system as a challenge rather than an ethical breach. Digital materials can be duplicated easily; a student might argue that it is not "stealing" if the article taken without attribution leaves the original in place and undamaged.

Some researchers suggest that the most effective way to help students develop ethical behavior is if the university has a formal training program. Kibler et al. (1988) state this program should include a clearly written policy, opportunities for discussion and dialogue, equitable arbitration procedures, the role of sanctions, and the importance of instructional settings. The academic integrity policy should be included in all syllabi and discussed the first day of class. Class discussions which support the university's ethics policy are important. Frequent discussions of ethical dilemmas underscore the value (tone at the top) the university places on integrity. Teachers should articulate values and publish conduct codes. Ethical behavior should be reinforced, and non-ethical behaviors should be dealt with in a consistent manner. Technology misuse should be dealt with in the same manner as "traditional" cheating. Other activities to promote ethical behavior include: devoting a class session to an ethics speaker, discussions of the transfer of unethical behavior in college to unethical behavior in the workplace, ethics debates, discussions of the faculty member's feelings and reactions to unethical behavior by students. Case studies for class discussion can be found in Appendix A. The goal of ethics training is to ensure that a student has a set of principles to guide them rather than a set of rules. By applying guidelines rather than following rules, students engage in higher level thinking processes and learn behaviors that will likely continue into their profession (Johnson, 1998).

3.3. PERCEIVED OPPORTUNITY

Perceived opportunity is the third piece of the fraud triangle and lends itself to internal controls and faculty intervention more readily than the other two elements. A student perceives an opportunity to cheat when he or she identifies a method to cheat. There are literally hundreds of ways students can cheat and there are numerous references available for those individuals looking for ideas on how to cheat (Hayes et al., 2006).

Many faculties are unaware of references such as the Cheater's Handbook (the Naughty Student's Bible) (Hayes et al., 2006). For students who wish to obtain "help" on written assignments, there are numerous websites such as *http://www.schoolsucks.com/*, *http://www.cheathouse.com/*, and *http://www.essayfind.com/* (Hayes et al., 2006). It is interesting to note that topics such as accounting ethics, accounting systems and also specific case analyses can be located at these sites. For programming assignments, the website http://rentacoder.com/RentACoder/default.asp can be used (Hayes et al., 2006). At this site, the buyer submits a copy of what they want to have coded (i.e. the homework assignment or take-home exam) and receives bids from individuals who are willing to complete the coding. The authors are aware of one individual who received multiple bids of under US$10 to code an assignment along with the offers to insert comments to explain why the coder had done what he/she had done, and to insert deliberate errors (Hayes et al., 2006). A request for what techniques had been covered in class was included with the offers, so that the coder would not write code that was too sophisticated for the assignment. It is obvious from this brief review that students have considerable opportunities to cheat. One of the best defenses for a faculty member is an awareness of cheating methods and the next section of this paper deals with methods students have used to cheat (Hayes et al., 2006).

4. CONSIDERATION

Dishonesty is an important subject because it has the potential to threaten the academic process, both in the pedagogical as well as research settings. Universities and colleges often pride themselves on being centers of immutable ethical standards, communities of scholars

and students engrossed in the largely unfettered pursuit of "higher" truths through well-considered scholarship occurring in a relatively undisturbed and unchanging manner. In the view of some academic ethicists, the presence of dishonesty threatens the foundational values upon which universities and colleges are built.

Therefore, this section briefly discusses how to eliminate academic dishonesty. A research has shown that students are less likely to cheat when faculty takes steps to prevent, confront, and report cheating (OSJA, 2006b). Traditional forms of cheating in examinations, such as copying, smuggling information into the exam room and impersonation are dealt with in traditional ways: teacher vigilance, security, identity checks, and so on.

4.1. PENALTIES

Penalties for infractions, similar to those invoked in the past, continue to be used, ranging from cancellation of results, repetition or exclusion from exams, and even fines and imprisonment in the most serious cases. Theft and sale of examination papers, alteration of the results, and forgery of diplomas, may be punished in similar ways.

4.2. MULTIPLE VERSIONS AND ELECTRONIC DEVICES

Familiar measures to deter fraud connected with classroom tests are multiple versions of papers, warning announcements, and additional proctors. Educators have called for a

ban from the 'examination room of all kinds of electronic devices such as handheld calculators, computers, transmitters and receivers' (Noah & Eckstein, 2001).

4.3. HIGH-TECH DEFENSES

Glasgow University's anti-plagiarism software was developed in response to pleas from aggrieved students who felt cheated by their colleagues who used Internet material unfairly. This program flagged student papers with patterns of similarity with those of others and therefore called for closer scrutiny, a practice that, according to some instructors, also served as a deterrent and "could be a tool for higher education worldwide" (Wotjas, 1999). In some cases, punishments such as written warnings, reduction of marks, and resitting the exams have been imposed (Eckstein, 2003).

4.4. INSTRUCTOR'S ACTIONS AND IN-PROGRESS CHEATING

Though it is sometimes necessary to confront students suspected of cheating during the examination, it may be impractical to take immediate action because it would disrupt the examination or other students. If an instructor decides to intervene, the following actions and steps are suggested to help him/her deal with such situations (OSJA, 2006b).

– *Before the examination*: tell students to keep their eyes on their own papers and to cover their work.

1. Give oral and written instructions about what materials can or cannot be used, and tell students that a ringing phone will result in an automatic deduction of points from the exam because of the disruption it causes to other students.

2. Instruct students that all unauthorized materials (notes, books, etc.) must be put away so they are not visible to anyone. Similarly, require students to turn off and put away out of sight all electronic devices.

3. Have students zip up and close their backpacks, and put them completely under their chairs/seats.

4. Monitor exams to deter/prevent cheating (especially in large classes or crowded rooms). Monitors may answer questions, assist students in maintaining standards of academic integrity, and confront and report misconduct.

5. Arrange for alternate seating, or use multiple test versions.

– *During the examination*: do not stop a student from completing an exam. If students are talking or appear to be exchanging information (copying, passing notes, text-messaging, etc.), get the names of those involved and take the following steps as appropriate.

1. Approach the students and talk to them directly (use a low voice to avoid disturbing other students). Quietly instruct them to stop talking and/or tell them that they must not look at or towards others' papers.

2. Do not simply assign the student a grade of zero on the test or a negative grade in the course – campus procedures call for suspected misconduct to officially be reported. Students must admit to cheating or be found in violation after a disciplinary process before a grade penalty can be imposed.

3. If an instructor suspects cheating, the instructor may collect (or photocopy) what the student has done so far and give the student a blank exam or the copy of his/her exam to complete the test.

4. Remind the class that no talking is allowed during exams and that students must keep their eyes on their own papers.

5. Separate the students by asking the student(s) or their neighbors to move to new seats. If they protest/refuse to move, calmly state that an instructor will not debate the issue during the exam, that the instructor has authority to make such requests, and that they will be permitted to finish the test.

6. If a student appears to be using unauthorized materials (e.g., crib notes, books, or unauthorized electronic devices such as cell phones, etc.), instruct the student to give these items to the instructor.

7. If an instructor learns a "ringer" may be taking an exam for a student, ask that individual for ID. If the ringer does not provide ID, take the exam and write down a description of the individual.

– *After the examination*: review suspect exams for evidence of cheating.

1. If an instructor has collected unauthorized materials, retain and review the notes/books/devices to see if they contain information relevant to the subject of the exam. Talk to the academic office or director about whether any books or electronic devices must be returned to the student.

2. If an instructor or his assistant saw suspicious conduct, have each witness write up a statement of what was observed.

3. Submit a report to the academic office or the course director, using the report form available on-line, or call the academic staff if unsure whether to refer the student.

5. CONCLUSION

Higher education promotes values which are more inclusive and public than other civic venues, and its efficacy depends upon the academic quality and "integrity" that faculty, staff and students demonstrate (Buica, et al. 2004). According to a quote by Samuel Johnson (British writer, 1709–1784), "*integrity without knowledge is weak and useless, knowledge without integrity is dangerous and dreadful*". At the present, academic fraud is taken very seriously in higher education (section 1) because student cheating on examinations has become so

widespread (section 2). It is important to raise awareness of this situation and its ramifications for society. Both immediate actions (section 4) and a long-term strategy are needed to eliminate academic dishonesty. This strategy includes early and continuous education in ethical behavior, and reduction of excessive pressure on students and instructors to meet performance standards. Such efforts will enable a shift from a culture of success by any means to a culture of integrity, and will help to combat a number of threats to the quality of our human society.

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The integration of Incoming Erasmus students at ESE Porto: The use of cultural extension and educational activities

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ABSTRACT

The struggle against info-exclusion and local administration modernisation has been a concern of recent Portuguese governments. For this reason, the polytechnic institutions and universities are "invited" to continue the cultural and professional education of citizens through appropriate forms of cultural extension (as opposed to intra-cultural) activities. This should apply not only to Portuguese students but also to Incoming Erasmus students.

The Higher Education School of Porto is aware of this situation and covers these realities in its plan of activities 2006-2009. This paper presents such actions and the measures of integration and instruction of Erasmus students.

Keywords: cultural extension activities; intra-cultural activities; Incoming Erasmus Students; good practices in internationalization.

INTRODUCTION

According to the Portuguese educational law, higher education aims to "continue the cultural and professional instruction of citizens by promoting proper forms of cultural extension" (Law 49/2005 of 30/08:5). Portuguese higher education can be either university or polytechnic institutions. University education aims to assure solid scientific and cultural background, providing technical formation that qualifies for the exercise of professional and cultural activities, and fostering the development of capacities for conception, innovation and critical analysis. Polytechnic education, in turn, aims to provide a solid cultural and technical preparation of higher level, to develop the capacity for innovation and critical analysis and giving a scientific knowledge, practical and theoretical, and its applications to the exercise of professional activities. Should this apply only to national students? What about Erasmus students?

Knowing that one of the purposes of this programme is "to promote opportunity equality to all education domains", it is possible to say all Erasmus students in a foreign university should be integrated in the educational and cultural models that exist therein. While the Erasmus 2010 Report does not mention the necessity of those integrative

activities, this concept is stated as "good practice" (LLP Erasmus 2010 Guide:7). Furthermore, it is worth mentioning that in the minute of the Erasmus management report, to be delivered by all Higher Education Institutions with an Erasmus Charter, there is a specific chapter to be fulfilled describing activities held towards the integration of these students. The Erasmus students received by the Portuguese Polytechnic Institutes should thus obtain a cultural and technical instruction of higher level and should also participate in cultural and educational extension initiatives promoted by those schools.

In this article we are looking for the evidence of practices informed by such principles and for their (positive) impact on incoming Erasmus students at the School of Education of the Polytechnic Institute of Porto. We start with a literature review of cultural extension activities held by the Portuguese Higher Education (university and polytechnic), referring here the activities held by the different courses of the School of Education. Next, we will include a brief explanation of the cultural extension activity in which incoming Erasmus students participated in the winter semester of 2006/2007, 2007/2008, 2008/2009 and 2009/2010, and the reasons and consequences of their integration.

CULTURAL EXTENSION ACTIVITIES: THE ACTIVITY OF THE SCHOOL OF EDUCATION

The concept of "cultural extension" is wide and thus difficult to define (Marchetti, 1980; Ribeiro, 1984; Loureiro e Cristóvão, 2000). The university extension relates to a variety of connections between the university and various sectors of society, made with the purpose of contributing for individual's development and the environment where it is applied. University extension programmes enclose multiple activities, such as educational actions for adults, actions related with agricultural activity, regional and rural development actions, among many others. These connections are generally made through:

> » non-formal education (adults education, continuous education, professional training that can be done through seminars, congresses and courses),
> » inter-institutional cooperation (technological transference from the university to companies, schools, cultural institutions and other universities),
> » university service (namely periods of training) and

» direct service to the community (share of human and technical resources, facilities, cultural intervention, participation in programmes of communitarian development, applied research to public problems)

These different forms of performing the extension are complementary, which means that one action or one extension programme can be enclosed, simultaneously, in more than one of the presented types.

How is the integration process of the extension concept being developed in the university? The first reference to this dates from the 1st Republic, in the Constitution of 1911, in which it was defended, as a purpose of the university, to carry out the "methodical study of national problems and to spread out high culture in the nation through university extension methods". However, such reality would only last up to 1918, year when universities closed for themselves. Not even the end of the dictatorial period, in 1974 changed the situation. This would happen only in the late 1990s, as an effect of the Communitarian Programme PEDIP[1] (Specific Programme for Development of Portuguese Industry). Another contribution came from the Educational System Basis Law of 1986 and the University's Autonomy Law of 1988, which emphasizes the services' instalment to the community, "in a perspective of reciprocal valuation".

In spite of this new situation, some persisting factors block the full application of these legal rules, namely:
» The aversion to change by teachers who prefer their functions to remain connected merely to the learning process and research;
» The extension actions do not always correspond to the community's real necessities;
» The lack of inter-institutional networks between institutions involved in the extension process;
» The frequent use of the argument of a weak financial contribution by the State to support the accomplishment of such activities, without, however, pointing to or reflecting about other possible financing means;
» The hierarchical ascension of the teachers' career depending only on teaching hours, research and published works, therefore not considering the cultural extension activities.

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1   PEDIP stands for Programa Específico para o Desenvolvimento da Indústria Portuguesa in Portuguese.

The cultural extension activities organized between 2006 and 2010 by the School of Education of Porto are those indicated in the next sub-sections. The incoming Erasmus students have the opportunity to visit these units/departments and they are invited to cooperate with them and to get familiar with practices aiming at preventing info-exclusion and educational problems.

1. THE DIGITAL INCLUSION SUPPORT NUCLEUS – NAID[2]

The Digital Inclusion Support Nucleus, created in September 2005, is an organic structure oriented to use the information and communication technologies (ICT) in the instruction and development of citizens with special needs. Thanks to a protocol signed with the Polytechnic Institute of Porto, this nucleus supports the integration and academic success of disabled students from all schools of IPP, thorough the use of tutorial technologies. NAID makes available a vast set of equipments and devices that increases the proficiency of students with special needs (e.g., deaf, blind or multidisabled students) at school, at work and at the community.

2. THE INCLUSIVE SCHOOL SUPPORT UNIT – UAEI [3]

This unit implements a transdisciplinary evaluation and intervention model, which will improve the development of children in familiar and social contexts. In the scope of its activities we may highlight:

» Promotion of inclusive contexts, thorough the evaluation, intervention and aid programmes for families and children, health and social care organizations, schools and practitioners (such as the students from Speech Therapy and Occupational Therapy at the ESTSP, another school from IPP);

» Training, such as the course "Application of the International Classification Functionality, Disability and Health" (30 hours); or the Workshop "Children Transdisciplinary Evaluation" (50 hours);

» International activity, such as the project "Parents and Teachers working hand-in-hand", a Grundtvig Apprenticeship Partnership;

2   NAID stands for Núcleo de Apoio a Inclusão Digital in Portuguese
3   UAEI stands for Unidade de Apoio à Escola Inclusiva in Portuguese

» Research and development projects.

3. THE RESEARCH CENTRE IN MUSIC PSYCHOLOGY AND MUSIC EDUCATION– CIPEM [4]

This centre has come to develop activities in the area of research, interventional and reflexive production, in music psychology and music education domains

Throughout 2006, we may highlight:
» The FCT project "Construction of musical and professional identity on young Portuguese through philharmonic bands – a cultural perspective", ending with a book published "To grow in philharmonic bands – a study about the construction of musical identity of Portuguese young people";
» Paper presentations at international conferences;
» Project "Music and Drama in 1st Cycle: the case of Madeira";
» Organization of the 22nd International Seminar of Music Education Research, between the 13th and the 18th July 2008. This seminar gathered 28 researchers, from several countries, 6 members of the ISME research commission and 20 observers. This was held in ESE/IPP, in the Music and Drama building.

4. THE PSYCHOPEDAGOGICAL INTERVENTION CENTRE– CIP [5]

CIP was created in April 1988 to provide psychopedagogical and psychotherapeutics services to institutions, to its professionals and to the community in general. This unit participated in national and international research projects, in the field of Psychology of Education and Psychosocial Intervention and also organized training session on the topic. It has been leading family and children therapeutic processes and Parental Training and Education Programme.

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4   CIPEM stands for Centro de Investigação em Psicologia da Música e Educação Musical in Portuguese
5   CIP stands for Centro de Intervenção Psicopedagógica.

5. KNOWLEDGE RESOURCES CENTRE – CRC [6]

CRC was a financed project of POEFDS from 2004 to 2008, integrated in the National Network of Resources Centres. At the present moment, it faces a redefinition process, due to the difficulty in hiring specialized personnel, to answer to the requests by the ANQ, whilst present manager of the referred network. One of the most important aims of this Centre is the creation of online virtual spaces, as support for the pedagogical activities of ESE. CRC addresses thus its efforts towards the Moodle platform, organizing its contents, structuring information and providing a personalized support and education to teachers. Nowadays, ESE's Moodle platform has 2.520 users.

CRC is also directly related to NAID, working towards the respect for inclusion and equality values regarding work. This way, 2 disabled professionals were hired in the scope of protected employment legislation. This Centre is gradually becoming an important structure for ESE students and as such one of the aims for the future year is to enlarge its physical space.

6. THE LITERARY AND ARTISTIC STUDIES NUCLEUS – NELA [7]

The activity of this Nucleus has contributed for a holistic and integrated vision of literature and other arts, through actions of which the following are just a few examples:

>> Partnership with other School Areas (Portuguese Studies, Arts and Crafts) and with teachers, individually involved, from others areas (TCAV, Education Sciences, Motor skills);

>> Studies and research activities in specific scientific and cultural domains, such as Literature for Children;

>> Promotion of multiple cultural extension activities: students' reception, Story Telling sessions, Book Fair, conferences, cycle of commented film exhibitions, etc.;

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6   CRC stands for Centro de Recursos em Conhecimento in Portuguese

7   NELA stands for Núcleo de Estudos Literários e Artísticos in Portuguese

» A campaign for book collecting to be sent to schools in East Timor and S. Tomé and Prince;

7. ARTISTIC TECHNOLOGIES RESEARCH NUCLEUS – NITA[8]

NITA is a research unit oriented towards the promotion of the artistic Technologies research. Its goal is to contribute to the development of this area, by promoting and organizing artistic production spaces related with Arts and Design, working in four sectors – research, intervention, education and promotion.

8. THE INTERNET IN 1ST CYCLE SCHOOLS PROJECT – CBTIC@EB1

This project aims are:
» To endow the school with capacity to produce, update and maintain web pages, with active participation of students;
» To promote the ICT curricular integration;
» To promote and certify the acquisition of basic abilities in information technologies by students, namely those who concluded the 1st cycle of basic education;
» To promote the formation of practice communities in schools, in partnership with others entities.

The project has evolved positively, above all, referring to the ICT curricular integration. In total, 15.045 diplomas of ICT basic abilities had been assigned.

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8   NITA stand for Núcleo de Investigação em Tecnologias Artísticas in Portuguese

9. THE MATHEMATICS ACCOMPANIMENT AND CONTINUOUS EDUCATION FOR 1ST CYCLE OF BASIC EDUCATION TEACHERS PROGRAMME

The mathematical continuous education for 1st cycle of Basic Education teachers had the following purposes:

> » To narrow the relationship between school and families in a mathematic education cooperation and education perspective;
> » To promote mathematical culture in the society.

This was a very interesting project that allowed knowledge of other mathematic teaching forms. This education has certified 94 learners of the 180 that had attended it.

10. THE TEACHING QUALITY AND SCHOOL ABANDONMENT AND FAILURE PREVENTION IN THE 2ND AND 3RD CYCLES OF BASIC EDUCATION PROJECT

Together with the schools ESE Setúbal and ESE Portalegre, our school initiated the project "Teaching Quality and School Abandonment and Failure Prevention in the 2nd and 3rd cycles of Basic Education – the role of Non Disciplinary Curricular Areas (NDCA)". This project's goals are to prevent students' failure and indiscipline, focusing the Non Disciplinary Curricular Areas.

11. THE 10TH NATIONAL MEETING OF UNESCO ASSOCIATED SCHOOLS

In this meeting, work and reflections were developed on two key subjects: Education to Sustainable Development and Network Dynamics (both at national or at international level).

12. COOPERATION WITH TIMOR

ESE integrates the Coordinator Commission of the Law course in the National University of Timor, through professor Elisa Sousa (Portuguese Studies teacher). This teacher is also the co-author of the Portuguese Language programme in this course. ESE-IPP was represented in two Commission missions: one had as purpose to assure the course beginning and the Portuguese Language subjects functioning; the other was held to make the selection of candidates to the initial year of the course. ESE also established a cooperation protocol that foresees the displacement of one teacher to East-Timor to teach at the Professional Centre in Díli.

THE INTERNATIONAL RELATIONS OFFICE (GRI) AND ITS CULTURAL EXTENSION ACTIVITIES

MOZART'S CITY CONCERT

The present coordination of this office started its work in October 2006. Following a context analysis, a few problems were identified. Among these, the enquiries to incoming Erasmus students showing they felt satisfied with the education and pedagogical methods and Portugal's way of living but unsatisfied with the measure taken for their academic and social and cultural integration.

Several measures and activities were held in order to promote a better integration of these international students. Among the activities described below it is possible to distinguish cultural extension ones (for example the Requiem Mozart's city concert) and intra-cultural activities (for example the "At the table with…" and "The 5 o'clock tea").

In the academic year 2006/2007, a proposal was made to the music department: to organize a joint musical activity with the Lapa Church and to involve not only the domestic students who but also the Erasmus students unregistered at the "Choir" subject. All other Erasmus students would cooperate in the cultural programming activities and spread the event to the school community. These students would also have free access to this event.

The Lapa Church is known in Porto and all over Portugal as an excellent music place. Beyond religious activities, a cultural programme created with the perspective of culture democratization is also held here.

The "Mozart Year", the ephemerid of the 250th anniversary of this composer, was celebrated all over Europe in 2006 and this church too adhered to the celebration. By coincidence, the mentioned church was also celebrating its 250th anniversary. An outstanding musical programme was organized, with high quality music pieces. Eighteen "Mozart" masses were programmed, as well as the "Requiem" performance on the day of this composer's death.

In Lapa there are seven choirs (among them the Children Choir, the Catechesis Choir, the Gregorian Choir and, the main one, the Lapa Polyphonic Choir). After conversations between ESE-IPP and Lapa, it was settled that the different levels of "Choir" discipline students would join Lapa Polyphonic Choir and three other choirs of Porto and, thus, interpret the "Mozart Requiem" in the 5th of December 2006, making a choral mass of 200 singers.

Both national and international students, enthusiastic with the idea, had pledged in the musical score study, having created themselves a good shared environment between the students and equally between the remaining choirs. Of the music students group, there were three Erasmus students from Turkey (Muslims) and another from Norway (an Atheist).

In regular concerts, Lapa Church usually receives between 600 and 1000 individuals. With this event, the public adherence would ascend to 2500 individuals. This day would become, therefore, memorable for all participants: public, singers, musicians, teachers, sponsors and the host entity, Lapa Church. To prove this success, periodical news were published, videos made during the concert and the feedback of the Erasmus students, either participating as singers or just as audience.

In order to analyse the success of the events mentioned above among the incoming Erasmus students (organized due to the high level of unsatisfaction showed), it was organized and carried out a survey after the Mozart concert and a set of interviews with the participants of the cultural events "At the table with…" and "5 o'clock tea". In the survey

the students were asked to classify in order of importance:

1 - The participation in the "Mozart Requiem" in an educational, cultural and social point of view;

2 - The accomplishment of the event out of ESE-IPP and to a different public than the school public;

3 - The lived ecumenical moment (since some students were not religious, or if religious did not adhere to Catholicism);

4 - The existence of similar activities in their home universities;

5 - The creation of similar events for Erasmus students in mobility in their universities;

6 - The interest to have the opportunity to sing the "Mozart Requiem":

a) With ESE-IPP music colleagues;

b) With ESE-IPP teachers and the international relations coordinator;

c) With orchestra, maestro and professional soloists;

d) To a Porto audience;

e) Integrated in the 250 years of Mozart's birth;

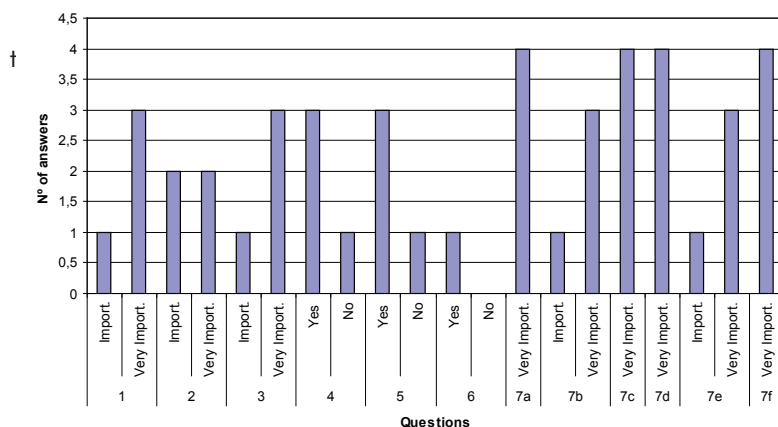**"Mozart Requiem" survey results**

Table 1: "Mozart Requiem" surveys results

Effectively, for all Erasmus students, the participation in this event was important from an educational, cultural and social point of view (very important to the Turks and important to the Norwegian). Related to the fact that this event had been accomplished outside ESE-IPP and to a different public than the school public, the opinions are divided between very important to two Turks and important to one Turk and the Norwegian. Referring to the lived ecumenical moment, the participation was only very important for the Turks and indifferent to the Norwegian.

Regarding the question whether their home universities promote similar events to Erasmus students and the school community; the answers were affirmative from the Turks and negative from the Norwegian, who said that he is going to suggest the accomplishment of such activities in his university in the future.

As for the importance of singing the "Mozart Requiem", the Erasmus students have unanimously answered that it was extremely important to have done it with their music colleagues, with orchestra, maestro and professionals soloists, to the Porto audience and with the remaining amateur choirs. As to having sung with ESE-IPP teachers and the international relations coordinator, or even during Mozart birthday, it was very important to the Turks and only important to the Norwegian.

THE PROJECTS 'AT THE TABLE WITH' AND '5 O'CLOCK TEA'

In the following years, other measures were implemented, on the one hand towards intra-entrepreneurship, innovation and creativeness, and on the other hand to improve the satisfaction level of these students along their integration in ESE. Hence, in 2007 and 2008, 2 editions of a cultural event "At the table with…" were planned and implemented. These events consisted of a gastronomy heritage initiative, held in the school's cantine and open to students, teachers and staff.

The organization and programming of these events were shared between GRI and the incoming Erasmus students, making work groups by country, independently from which course they attended. Each of these groups was responsible for:
   » Researching typical dishes from their country/region, selecting

the dishes to be on the menu and writing down the recipe and helping the cooks to prepare some of these dishes;

» producing posters with the national flag and other cultural highlights of their home countries and promoting the event among their Portuguese colleagues and welcoming the school community.

GRI was in charge of administrative aspects of this event and linking it to ESE's offices (Cultural Office, Public Relations Office and Audiovisual Office).

Another project followed, an informal event in the GRI's garden. Incoming Erasmus students, tutors, GRI and other students could participate in it. This event was named "5 o'clock tea" because it occurred at 5 o'clock, on Saint Martin's Day (an important cultural tradition in Portugal). So, students and GRI were invited to prepare a typical lunch time meal from their country (sweet or savoury), to bring drinks: juices, coffee, tea and also plastic plates, forks, spoons and glasses. GRI was responsible for explaining to Erasmus students the cultural tradition of Saint Martin's Day and for assuring that the traditional roasted chestnuts were served. Over 50 students, teachers, tutors and staff participated in this event.

From the interviews carried out with the different participants of the 2 editions of "At the table with…" the following results were obtained:

» Concerning students, in general, they enjoyed the activities and they mentioned that GRI should repeat them more often. There were different reasons for this: some Erasmus students said that it was a positive surprise the way ESE community welcomed them; for others it was the opportunity to make contact with other cultures and traditions and also to present their own to their colleagues; a few even mentioned that after these events, they became more integrated in ESE and in Porto, since it was a way to contact other students and share experiences with students, teachers, from different courses and years. The Portuguese students mainly referred that it was an excellent opportunity to make contact with different cultures and traditions without leaving Portugal and also to contact Erasmus students, sharing experiences and discussing the Erasmus mobility advantages and disadvantages;

» Concerning teachers, they also enjoyed participating in these activities, not only because it contributed to a better integration of these students, but also because it was an opportunity to make contact with different cultures and traditions without leaving the country. They also mentioned that they had the opportunity to discuss the possibility of making Erasmus teaching mobility to some

of the universities of the incoming Erasmus students;

» Concerning ESE direction and workers, they noticed that it was important to promote a different day at ESE, not only towards a better integration of incoming Erasmus students, but mainly because it was an opportunity to have a different menu in the cantine, without extra expenses.

From the interviews carried out with the different participants of the "5 o'clock tea", the following answers were obtained:

» Students showed full satisfaction because they got to know the other Erasmus students that were studying in ESE in other courses. Furthermore, they could eat typical dishes from their country and from their colleagues' country. No Portuguese students participated in this activity.

» Teachers, tutors and staff also enjoyed talking with Erasmus students, not in a classroom context and Erasmus processes organization. They also enjoyed that the event was held in the GRI's garden, which has access to several offices and services, allowing them to have a different lunch that day;

After seeing these results, the school's direction authorized a Portuguese language and culture course till 2009. It has also approved the hiring of an assistant secretary to the international relations office, instead of two teachers, as well as promised to consider the assignment of a small budget to the office.

FINAL WORDS

From 2010 on, with the new Higher Education management regime, loss of financial autonomy, elections for ESE and IPP presidents and reduction of the budget in 30%, the above mentioned activities moved to a "stand-by" status. As a consequence, GRI will be obliged to alter the integration activities, namely, by proposing joint activities between IPP and ESE, like for instance, welcome sessions, Christmas and Easter dinners.

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