Determining student characteristics, for example age and gender, has not provided useful indicators of the sort of student who is likely to cheat. Research into the situational circumstances surrounding cheating might be more revelatory and more useful for those trying to reduce levels of cheating and plagiarism. Lambert, Hogan and Barton’s (2003) review of the literature suggests that social pressure can lead to academic dishonesty, but they also suggest that “students try to justify engaging in different forms of academic honesty for a variety of reasons, such as competitiveness of their major, course difficulty, the need for professional success, cynicism, and that other students cheat” (p. 8). Terms such as “students try to justify” imply that there is no legitimate justification, and further the students are at fault so no more analysis of the problem is needed. Perhaps, relabelling these “justifications” as reasons could increase awareness of the situations and circumstances that are conducive to plagiarism and cheating. Circumstances such as increased class size, lack of personal contact and increased financial pressure are cited by Le Heron (2001). Surprisingly, she does not argue for changes in these conditions; rather she focuses on ways to reduce chances for students to get away with cheating. In contrast, in their review of the factors in student decision making about cheating, Dick et al. (2002) used Passow’s 2002 model which takes into account external contexts such as institutional factors which include “heavy course loads, difficult assignments, inadequate teaching by the instructor…”, and societal factors which include “influence of a student’s peer group and family, the media, role models, their institution’s culture…” (p. 175). Nadelson (2007), in the US, also argues that teachers influence student decision making about academic dishonesty.

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Referencing phrases* are used. Contrast this with the paragraphs from other faculties.
Some APA referencing features you may have noticed

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