

**Below is a paragraph from a postgraduate Education essay on the topic of student cheating. Look at how references have been cited in the text and in the reference list. What features of APA referencing do you notice?**

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 dishonesty 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.

## References

- Dick, M., Sheard, J., Bareiss, C., Carter, J., Joyce, D., Harding, H., & Laxer, C. (2002). Addressing student cheating: Definitions and solutions. *Proceedings of the Annual Joint Conference Integrating Technology into Computer Science Education*, 172–184. doi: [acm.org/10.1145/960568.783000](https://doi.org/10.1145/960568.783000)
- Lambert, E., Hogan, N., & Barton, S. (2003). Collegiate academic dishonesty revisited: What have they done, how often have they done it, who does it, and why did they do it?. *Electronic Journal of Sociology*, 7(4), 1-27. Retrieved from <http://www.sociology.org/>
- Le Heron, J. (2001). Plagiarism, learning dishonesty or just plain cheating: The context and countermeasures in Information Systems teaching. *Australian Journal of Educational Technology*, 17(3), 244–264. Retrieved from <http://www.ascilite.org.au/ajet/ajet17/leheron.html>
- Nadelson, S. (2007). Academic misconduct by university students: Faculty perceptions and responses. *Plagiarism: Cross Disciplinary Studies in Plagiarism, Fabrication, and Falsification*, 2(2), 67-76. Retrieved from <http://www.plagiarism.org/index.htm>

## Some APA referencing features you may have noticed

The Lambert source has 3 authors. **Subsequent** use of this reference would **use et al.** instead of all the authors' family names.

The year of publication is given. The page number tells the reader the source for this quote

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, p. 8) 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". 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.

Direct quote – the exact words are copied, so quotation marks " are used.

The student writer discusses the readings, and compares what the authors say

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, p. 175) 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..."

Nadelson (2007), in the US, also argues\* that teachers influence student decision making about academic dishonesty.

The Dick et al. reference has 7 authors, so Dick et al. is used the first and subsequent times this reference is used

The writer did not read Passow. She read about Passow in Dick et al.

Referencing phrases\* are used. Contrast this with the paragraphs from other faculties.

## Some APA referencing features you may have noticed

### References

A  
↓  
Z

Dick, M., Sheard, J., Bareiss, C., Carter, J., Joyce, D., Harding, H., Laxer, C. (2002). Addressing student cheating: Definitions and solutions, *Proceedings of the Annual Joint Conference Integrating Technology into Computer Science Education*, 172 – 184. doi: [acm.org/10.1145/960568.783006](https://doi.org/10.1145/960568.783006)

Lambert, E., Hogan, N. & Barton, S. (2003). Collegiate Academic Dishonesty Revisited: What Have They Done, How Often Have They Done It, Who Does It, And Why Did They Do It? *Electronic Journal of Sociology*, 7(4), 1 - 27. Retrieved from <http://www.sociology.org/>

Le Heron, J. (2001). Plagiarism, learning dishonesty or just plain cheating: The context and countermeasures in Information Systems teaching. *Australian Journal of Educational Technology*, 17(3), 244 – 264. Retrieved from <http://www.ascilite.org.au/ajet/ajet17/leheron.html>

Nadelson, S. (2007). Academic Misconduct by University Students: Faculty Perceptions and Responses. *Plagiarism: Cross Disciplinary Studies in Plagiarism, Fabrication, and Falsification*, 2(2). Retrieved from <http://www.plagiarism.org/index.htm>

Doi = digital object identifier. If the **journal article has been assigned a DOI**, put it in the reference

Title of article follows year.  
Title of Journal in italics  
url is given for electronic sources.  
Use the library's referencing tool to get all the source details done correctly.

BUT  
Don't change order of authors within a reference

To create hanging indent in Word:  
Home/Paragraph/Indentation/Special/Hanging