Scholastic honesty program: New knowledge-building tool suggested to improve instructors' SH awareness

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Abstract: Knowledge building refers to the process of creating new cognitive artifacts as a result of common goals, group disVŠM/CUssions, and synthesis of ideas. As a theoretical, pedagogical, and technological innovation it foVŠM/CUses on the 21st century need to work creatively with knowledge. The area of scholastic honesty is one of many that may apply knowledge-building tools for improving its effectiveness. The Scholastic honesty program at Vysoká škola manažmentu/City University has been dealing with issues related to effective information dissemination and knowledge building among its instructors since its launch. This paper aims to provide an overview of the VŠM/CUrrent situation based on instructors' survey, through which authors collected data on commonly used information channels trying to evaluate their effectiveness. Results of statistical analysis are then used as a basis for suggesting possible course of action hoping to create an effective knowledge-building environment in the area of scholastic honesty.

Keywords: scholastic honesty awarenes, knowledge management tools, social networks, tacit knowledge.

1 Introduction

Scholastic dishonesty and plagiarism are not unknown phenomena in today's world. Current digital age provides opportunities for easy access to a vast amount of information and thus also increases the opportunities for plagiarism and other forms of dishonest behavior. Vysoká škola manažmenu/City University is unique in Slovakia in the area of scholastic honesty and application of zero tolerance to the acts of dishonesty by its students. The university in cooperation with its mother university City University of Seattle has created a set of rules for fighting acts of scholastic dishonesty referred to as scholastic honesty program. The success of the program lies to a large extent on shoulders of instructors since they are the first ones to address any type of dishonest acts of their students. Therefore, their level of awarenes of the scholastic honesty rules and procedures should be on a consistent level. In our article we describe a study which was done to analyze the level of awarenes among instructors at VSM/CU in the area of scholastic honesty and discover any possible discrepancies in its consistency. Subsequently, we suggest some possible collaborative knowledge management tools that could be used to reduce any such discrepancies. Concepts of obtaining, sharing, and transfer of knowledge are the cornerstone of educational institutions.

The goal of our study was to find how well the instructors are informed about scholastic honesty policies and procedures, whether they consider the current way of application of scholastic honesty rules as effective, which information channels they consider as efficient or inefficient and to what extent the level of scholastic honesty awareness differs among diverse groups of instructors. Ensuring efficient knowledge sharing in the area should increase the level of scholastic honesty awareness among teachers and students and so improve the quality of education at VŠM/CU.

2 Methodology

There were 55 out of 76 instructors participating in the survey which took place in June 2014. That represents participation rate 71.42%. We used an online application of the server SurveyMonkey where we created an electronic questionairre consisting from 10 questions. The data collected were organized in contigency tables and analyzed using three statistical methods.

The first one was Chi-square test. A decision is often needed as to whether the observed differences among values of sampling proportions are statistically significant or whether they have been obtained due to randomization. We analyzed a *r x c (c >2)* contingency table. We considered random samples from *r* populations with multinomial distribution. In every trial, we could reach one of *c* possible results. In a contingency table, the sample intervals in the last column are fixed, the column totals are influenced by randomization. Let π_{ij} be the probability of *j*-th outcome for an *i*-th population. We tested:

$H_0: \pi_{1j} = \pi_{2j} = \ldots = \pi_{rj}$ for j = 1, 2, … c

meaning that random samples come from *r* populations with the same multinomial distribution versus an alternative that:

$H_1: \pi_{1j}, \pi_{2j}, \ldots \pi_{rj}$ are all unequal for at least one value of *j*

Let n_{rj} be the observed frequency in the *i*-th row and *j*-th column, n_i be the sum of n_{ij} values in the *i*-th row, n_j be the sum of n_{ij} values in the *j*-th column. The sum of all n_{ij} values is *n*. Assuming H_0 is true, then theoretical frequencies are calculated as follows:

$$o_{ij} = \frac{n_{i.} \cdot n_{.j}}{n} \tag{1}$$

The value of tested statistic is calculated following the relationship:

$$\chi^2 = \sum_{i=1}^{r} \sum_{j=1}^{c} \frac{\left(n_{ij} - o_{ij}\right)^2}{o_{ij}} \tag{2}$$

The critical test area at level α is: $\chi^2 \geq \chi^2_{1-\alpha}\left((r-1)(c-1)\right)$.

Due to the considered tested statistic following the chi-square distribution only approximately, it is recommended to use this test only in case when no o_{ij} value is lower than 5 [4].

The Chi-square test was performed in EXCELL CHISQ.TEST function. The significance level was set at the level of 5%, i.e. $\alpha = 0{,}05$. By performing the Chi-square test we determined the P-value which represents the lowest level of significance leading to the rejection of H_0 - null hypothesis. The lower the P-value, the more we are convinced that the null hypothesis is not true and should be rejected. In other words, the lower the P-value, the more it indicates an asociation between variables.

A comparison of the observed and expected frequencies allows us to analyze the direction of the association between variables. The difference $(n_{ij} - o_{ij})$ is called a residuum. The adjusted standardized residuals can be defined as:

$$r_{ij} = \frac{n_{ij} - o_{ij}}{\sqrt{o_{ij}\left(1 - \frac{n_i}{n}\right)\left(1 - \frac{n_j}{n}\right)}} \tag{3}$$

where $\frac{n_i}{n}$ is an estimated marginal probability in row *i,*

$\frac{n_j}{n}$ is an estimated marginal probability in column *j*.

Adjusted standardized residuals r_{ij} follow an asymptotic standardized normal distribution. They can be used informally to describe the relationship among the table cells. A too large value of an adjusted standardized residuum indicates a deviation from the cell homogeneity. If H_0 is true, there is approximately just a 5% probability that the adjusted standardized residual exceeds 2 in its absolute value. Absolute values over 3 clearly indicate an association in a cell. We used the adjusted standardized residuals analysis in cases where the Chi-square test indicated an association between variables.

A measure of the association strength is a parameter that indicates the strength of an association between two variables [1]. Chi-square test does not tell us anything about the strength of association between variables. To characterize the strength of association we applied the odds ratio measure. For a response variable with two values, the odd for success is defined as:

$$odds = \frac{probability\ of\ success}{probability\ of\ failure} \tag{4}$$

In general, the estimated odds for a response variable with two values equals the number of successes divided by the numbers of failures. The odds ratio θ in 2x2 contingency tables equals to the ratio of the 1st row odds to the 2nd row odds. The odds ratio analysis was applied in cases where adjusted standardized residuals analysis indicated values exceeding 2 in its absolute value.

3 Statistical analysis

The first three questions of the questionnaire were asking about the gender, work location and program in which instructors teach. In question number 4 we were interested in when the instructors received the information about scholastic honesty. The survey results are presented in Table 1. The data includes expected frequencies in parentheses.

Tab. 1 Question 4 – When did you hear about the Scholastic Honesty rules and procedures applied at VŠM/CU for the first time?

Teaching location	Before signing my contract with VŠM/CU 1	During my job interview with the management of VŠM/CU 2	During first term of my teaching 3	During first year of my teaching (later then first term) 4	During second year of my teaching 5	Later than second year of my teaching 6	Other 7	n_i
Ba	6(6.36)	3(2.54)	18(16.54)	3(3.81)	0(0)	4(4.45)	1(1.27)	35
Tn	4(3.63)	1(1.45)	8(9.45)	3(2.18)	0(0)	3(2.54)	1(0.72)	20
n_j	10	4	26	6	0	7	2	55

After joining columns with expected frequencies less than 5 we constructed the following table. The expected frequencies are appearing in brackets.

Tab. 2 Question 4 – When did you hear about the Scholastic Honesty rules and procedures applied at VŠM/CU for the first time?

Teaching location	Before signing my contract with VŠM/CU, During my job interview with the management of VŠM/CU 1+2	During first term of my teaching 3	During first year of my teaching (later then first term), During second year of my teaching, Later than second year of my teaching, Other 4+5+6+7	n_i
Ba	9(8.90)	18(16.54)	8(9.54)	35
Tn	5(5.09)	8(9.45)	7(5.45)	20
n_j	14	26	15	55

The chi-square test was performed using the CHISQ.TEST statistical function in Excel. The P-value obtained was 0.59384. Thus, at α-level of 0.05, we cannot reject the hypothesis that random sample from the Bratislava instructors population and the random sample from the Trencin instructors population come from the same random variable probability distribution – the first contact with VŠM/CU scholastic honesty policy. In other words, the first contact with VŠM/CU scholastic honesty policy does not differ with the location where the instructors teach. Thus, we cannot accept an assumption that there is an association between the first contact with VŠM/CU scholastic honesty policy and the location.

Next we analyzed association between the program in which the instructors teach and their first contact with VŠM/CU scholastic honesty policy. Due to a limited space for this article

contribution we present just the contigency tables that were squeezed by combining columns with expected frequencies less than 5, since it may make the results of Chi-square test unreliable.

Tab. 3 Question 4 – When did you hear about the Scholastic Honesty rules and procedures applied at VŠM/CU for the first time?

Program	During first term of my teaching 3	Before signing my contract with VŠM/CU During my job interview with the management of VŠM/CU, During first year of my teaching (later then first term), During second year of my teaching, Later than second year of my teaching, Other 1+2+3+4+5+6+7	n_i
IEP/BSBA/Bc	18(18.43)	21(20.56)	39
MBA/Mgr/PhD	8(7.56)	8(8.43)	16
n_j	26	29	55

We performed the chi-square test in Excel. The P-value obtained was 0.79526. Thus, at α-level of 0.05, we cannot reject the hypothesis of no association between variables. It means that we cannot reject the probability of no association between the study programs in which the instructors teach and the first contact with VŠM/CU scholastic honesty policy.

Next question focused on the relationship between the source of information on scholastic honesty and the teaching location. The collected data is presented in the following table

Tab. 4 Question 5 – How did you learn about scholastic honesty rules and procedures at VŠM/CU?

Teaching location	During my job interview with the management of VŠM/CU, From colleagues 1+2	From Academic Guide for faculty, From www.vsm.sk portal, From VŠM/CUcatalogue, From notice boards at school hallways, Other, Multiple sources 3+4+5+6+7+8	n_i
Ba	9(8.90)	26(26.09)	35
Tn	5(5.09)	15(14.90)	20
n_j	14	41	55

We again performed the chi-square test in Excel. The P-value obtained was 0.95335. Thus, at α-level of 0.05, we cannot reject the hypothesis that random sample from the Bratislava instructors population and the random sample from the Trencin instructors population come from the same random variable probability distribution – the source of information on scholastic honesty policies and procedures. In other words, the source of information on scholastic honesty policies and procedures does not differ with the location.

The next analyzed association was the relationship between the source of information on scholastic honesty and the study program. The collected data is presented in the following table. Columns with expected frequencies less than 5 were combined. The combined results appear in Table 5 with expected frequencies appearing in brackets.

Tab. 5 Question 5 – How did you learn about scholastic honesty rules and procedures at VŠM/CU?

Program	During my job interview with the management of VŠM/CU, From colleagues, From Academic Guide for faculty 1+2+3	From www.vsm.sk portal, From VŠM/CUcatalogue, From notice boards at school hallways, Other, Multiple sources 4+5+6+7+8	n_i
IEP/BSBA/Bc	14(3.47)	25(25.52)	39
MBA/Mgr	5(5.52)	11(10.47)	16
n_j	19	36	55

We performed the chi-square test in Excel. The P-value obtained was 0.7420. Thus, at α-level of 0.05, we cannot reject the hypothesis of no association between variables. It means that we cannot reject the probability of no association between the study program in which the instructors teach and the source of information on scholastic honesty policies and procedures.

Following question of the survey was gathering data on the degree of effectiveness of information dissemination in the area of scholastic honesty. The following table shows the data gathered from instructor from Bratislava and Trencin. Columns with expected frequencies less than 5 had to be joined again. The expected frequencies are appearing in brackets.

Tab. 6 Question 6 – How would you evaluate the way how information on scholastic honesty is disseminated at VŠM/CU/VSM?

Teaching location	Very effective 1	Effective, Moderately effective, Ineffective 2+3+4	n_i
Ba	12(12.72)	23(22.27)	35
Tn	8(7.27)	12(12.72)	20
n_j	20	35	55

The chi-square test was performed using the CHISQ.TEST statistical function in Excel. The P-value obtained was 0.67172. Thus, at α-level of 0.05, we cannot reject the hypothesis that random sample from the Bratislava instructors population and the random sample from the Trencin instructors population come from the same random variable probability distribution – the degree of effectiveness of information dissemination in the area of scholastic honesty. In other words, the degree of effectiveness of information dissemination in the area of scholastic honesty does not differ with the location.

Next we analyzed the relationship between the degree of effectiveness of information dissemination in the area of scholastic honesty and the study program. The collected data is in the following table. Columns with expected frequencies less than 5 had to be combined.

Tab. 7 Question 6 – How would you evaluate the way how information on scholastic honesty is disseminated at VŠM/CU/VSM?

Program	Very effective 1	Effective, Moderately effective, Ineffective 2+3+4	n_i
IEP/BSBA/Bc	18(14.18)	21(24.81)	39
MBA/Mgr	2(5.81)	14(10.18)	16
n_j	20	35	55

We performed the chi-square test in Excel. The P-value obtained was 0.01845. Thus, at α-level of 0.05, we reject the hypothesis of no association between variables. It means that we reject the probability of no association between the study programs in which the instructors teach and the source of information on scholastic honesty policies and procedures. In other words, we found that there is an association between the study program in which instructors teach and the degree of effectiveness of information dissemination in the area of scholastic honesty.

Since the chi-square test revealed an association between variables, we followed with a residual analysis. We analyzed the association between the between the degree of effectiveness of information dissemination in the area of scholastic honesty and the study program by calculating the adjusted standardized residuals, presented in the following table:

Tab. 8 Question 3 – Adjusted standardized residuals for different degree of effectiveness of information dissemination

Program	Very effective 1	Effective, Moderately effective, Ineffective 2+3+4
IEP/BSBA/Bc	2.356456	-1.78131
MBA/Mgr	-2.35646	1.781313

In the table, there are considerably large values of residuals concerning IEP, BSBA and Bc programs group of teachers considering the degree of effectiveness of information dissemination in the area of scholastic honesty as very effective. There is also a high negative residual value for the group of MBA and Mgr programs instructors in the same column. This means there are less instructors teaching in MBA and Mgr programs considering the degree of effectiveness of information dissemination in the area of scholastic honesty to be very effective than it is suggested by the association hypothesis. Similarly, large positive residual in the same column for instructors in IEP, BSBA and Bc programs means there are more instructors teaching in IEP,

BSBA and Bc programs considering the degree of effectiveness of information dissemination in the area of scholastic honesty as very effective than it is suggested by the association hypothesis. We can conclude that teachers teaching in IEP, BSBA and Bc programs are more likely to evaluate the effectiveness of information dissemination as very effective, while for instructors teaching in MBA and Mgr programs it would be evaluated by lower degrees of effectiveness.

Based on the residuals analysis we focused on significant associations and calculated odds ratios. It was an analysis of different study program and the degree of effectiveness of information dissemination in the area of scholastic honesty indicated in the previous residual analysis as significant. We constructed the following table where column 1 represents a success and column 2+3+4 represents a failure:

Tab. 9 Question 3 – Odds ratio for different program

Program	Very effective 1	Effective, Moderately effective, Ineffective 2+3+4	Total
IEP/BSBA/Bc	18	21	39
MBA/Mgr	2	14	16

The estimated odds for group IEP/BSBA/Bc = $\frac{\frac{18}{39}}{\frac{21}{39}} = \frac{0.461}{0.538} \approx 0.856$

As far as the group of instructors teaching in IEP/BSBA/Bc programs is concerned, there is about 0.856 of an instructor who considers the degree of effectiveness of information dissemination in the area of scholastic honesty as very effective per one instructor who considers it as less effective.

The estimated odds for group MBA/Mgr = $\frac{\frac{2}{16}}{\frac{14}{16}} = \frac{0.125}{0.875} \approx 0.142$

As far as the group of instructors teaching in MBA/Mgr programs is concerned, there is about 0.856 of an instructor who considers the degree of effectiveness of information dissemination in the area of scholastic honesty as very effective per one instructor who considers it as less effective.

We calculated the odds ratio for group IEP/BSBA/Bc $\theta = \frac{0.856}{0.142} \approx 6.028$

Teacher teaching in IEP/BSBA/Bc programs has 6.028 times larger chance to consider the degree of effectiveness of information dissemination in the area of scholastic honesty as very effective than a teacher in MBA/Mgr programs.

Another part of our analysis concerned the question: „How would you evaluate your VŠM/CUrrent knowledge of scholastic honesty rules and procedures?“ The combined results of expected frequencies less than 5 appear in the following table with expected frequencies appearing in brackets.

Tab. 10 Question 7 – How would you evaluate your current knowledge of scholastic honesty rules and procedures?

Teaching location	very good 1	good, average, poor, none 2+3+4+5	n_i
Ba	14(15.90)	21(19.09)	35
Tn	11(9.09)	9(10.90)	20
n_j	25	30	55

The chi-square test was performed using the CHISQ.TEST statistical function in Excel. The P-value obtained was 0.28250. Thus, at α-level of 0.05, we cannot reject the hypothesis that random sample from the Bratislava instructors population and the random sample from the Trencin instructors population come from the same random variable probability distribution – the degree of knowledge in the area of scholastic honesty. In other words, the degree of knowledge in the area of scholastic honesty does not differ with the location.

The following part of our analysis focused on relationship between the level of knowledge in the area of scholastic honesty and the study program. The collected data is in the following table.

Tab. 11 Question 7 – How would you evaluate your current knowledge of scholastic honesty rules and procedures?

Program	very good 1	good, average, poor, none 2+3+4+ 5	n_i
IEP/BSBA/Bc	18(17,72)	21(21,72)	39
MBA/Mgr	7(7,27)	9(8,72	16
n_j	25	30	55

We performed the chi-square test in Excel. The P-value obtained was 0.87082. Thus, at α-level of 0.05, we cannot reject the hypothesis of no association between variables. It means that we cannot reject the probability of no association between the study program in which the instructors teach and the degree of knowledge in the area of scholastic honesty.

The next question of our survey was concerning the importance of SH program at VŠM/CU. The question asked was: "How important part of study do you consider the enforcement of scholastic honesty rules at VŠM/CU?" The collected data appears in the following table.

Tab. 12 Question 8 - How would you evaluate your current knowledge of scholastic honesty rules and procedures?

Teaching location	very important part of study 1	important part of study, moderately important part of study, unimportant part of study, can't decide 2+3+4+5	n_i
Ba	17(17,81)	18(17,18)	35
Tn	11(10,18)	9(9,81)	20
n_j	28	27	55

The chi-square test in Excel produced the P-value equal to 0,64641. At α-level of 0.05, we cannot reject the hypothesis of no association between variables. It means that we cannot reject the probability of no association between the teaching location and the importance of enforcement of scholastic honesty policy as a part of study at VŠM/CU.

The next analysis involving the same question was focused on relationship between the program of study and the importance of enforcement of scholastic honesty policy as a part of study at VŠM/CU. The following table represents the collected data.

Tab. 13 Question 8 - How important part of study do you consider the enforcement of scholastic honesty rules at VŠM/CU?

Program	very important part of study 1	important part of study, moderately important part of study, unimportant part of study, can't decide 2+3+4+5	n_i
IEP/BSBA/Bc	19	20	39
MBA/Mgr	9	7	16
n_j	28	27	55

The chi-square test produced the P-value equal to 0,61181. Thus, at α-level of 0.05, we cannot reject the hypothesis of no association between variables. It means that we cannot reject the probability of no association between the study program in which the instructors teach and the importance of enforcement of scholastic honesty policy as a part of study at VŠM/CU.

Question 9 was asking about the sanctions applied in cases of violation of the policy: "How would you evaluate the sanctions applied in cases when violation of scholastic honesty rules is found?" Collected data is shown in the table.

Tab. 14 Question 9 - How would you evaluate the sanctions applied in cases when violation of scholastic honesty rules is found?

Teaching location	very strict, strict 1+2	adequate, loose, very loose, I do not know what the sanctions are 3+4+5+6	n_i
Ba	9(8,90)	26(26,09)	35
Tn	5(5,09)	15(14,90)	20
n_j	14	41	55

The chi-square test was performed again and the P-value obtained was 0.95335. Thus, at α-level of 0.05, we cannot reject the hypothesis that random sample from the Bratislava instructors population and the random sample from the Trencin instructors population come from the same random variable probability distribution – the strictness of sanctions. In other words, the strictness of sanctions does not differ with the location.

The next part of our analysis was the relationship between the program of study and the strictness of sanctions. The following table represents the collected data.

Tab. 15 Question 9 - How would you evaluate the sanctions applied in cases when violation of scholastic honesty rules is found?

Program	adequate 3	very strict, strict, loose, very loose, I do not know what the sanctions are 1+2+4+5+6	n_i
IEP/BSBA/Bc	24(26,23)	15(12,76)	39
MBA/Mgr	13(10,76)	3(5,23)	16
n_j	37	18	55

The chi-square test produced the P-value of 0,15707. It means that at α-level of 0.05, we cannot reject the hypothesis of no association between variables. Thus, we cannot reject the probability of no association between the study program in which the instructors teach and the strictness of sanctions.

Finally, the last question was asking: "Where will you look for further information on scholastic honesty rules and procedures in case you need it?" The data collected is presented in the following table.

Tab. 16 Question 10 - Where will you look for further information on scholastic honesty rules and procedures in case you need it?

Teaching location	Colleagues, SH committee chair 1+2	Managers, portal www.vsm.sk, catalogue VŠM/CU, I do not know where to look for this information, Multiple sources 3+4+5+6+7	n_i
Ba	12(15,45)	22(18,54)	34
Tn	13(9,54)	8(11,45)	21

n_j	25	30	55

The Chi-square test produced the P-value equal to 0,05416. Thus, at α-level of 0.05, we cannot reject the hypothesis of no association between variables. It means, we cannot reject the probability of no association between the teaching location and the preferred source of further information on SH rules and procedures. In other words, the preferred source of further information on SH rules and procedures does not differ with the location.

The last step in our analysis focused on the relationship between the program of study in which instructors teach and the preferred source of further information on SH rules and procedures. The collected data is presented in the following table.

Table 17 Question 10 - Where will you look for further information on scholastic honesty rules and procedures in case you need it?

Program	Colleagues, SH committee chair 1+2	Managers, portal www.vsm.sk, catalogue VŠM/CU, I do not know where to look for this information, Multiple sources 3+4+5+6+7	n_i
IEP/BSBA/Bc	18(17,01)	21(21,98)	39
MBA/Mgr	6(6,98)	10(9,01)	16
n_j	24	31	55

The Chi-square test produced the P-value equal to 0,55669. Thus, at α-level of 0.05, we cannot reject the hypothesis of no association between variables. It means, we cannot reject the probability of no association between the program of study in which instructors teach and the preferred source of further information on SH rules and procedures. In other words, the preferred source of further information on SH rules and procedures does not differ with the study program.

4 Findings

Our analysis has produced some interesting findings. In all of the questions and data collected, testing of our null hypothesis H_0 indicated no association between analyzed variables except one case. At the significance level of 0.05, the Chi-square test showed an association between the study program in which teachers teach and the effectiveness of SH information dissemination.

The analysis of adjusted standardized residuals indicated the cells in contingency table that more or less resemble a non-association state. This means there are less instructors teaching in MBA and Mgr programs considering the degree of effectiveness of information dissemination in the area of scholastic honesty as very effective than it is suggested by the association hypothesis. Similarly, large positive residual in the same column for instructors in IEP, BSBA and Bc programs means there are more instructors teaching in IEP, BSBA and Bc programs considering the degree of effectiveness of information dissemination in the area of scholastic honesty as very effective than it is suggested by the association hypothesis. We can conclude that teachers teaching in IEP, BSBA and Bc programs are more likely to evaluate the effectiveness of

information dissemination as very effective, while for instructors teaching in MBA and Mgr programs it would be evaluated by lower degrees of effectiveness. Based on the odds ratio analysis we can say that a teacher teaching in IEP/BSBA/B programs has 6.028 times larger chance to consider the degree of effectiveness of information dissemination in the area of scholastic honesty as very effective than a teacher in MBA/Mgr programs.

5 Implications and possible course of action

All before mentioned results lead to a conclusion that the level of scholastic honesty awareness among instructors does not differ among diverse groups of instructors based on the location or program in which they teach. There was found one area in which this is not true. That is the effectiveness of SH information dissemination which does differ for different groups of instructors based on the study program in which they teach. What could be done to address this area?

Currently, the CU/VSM scholastic honesty program is relying on policies and procedures defined more than ten years ago. Information dissemination is based on brief introduction of the program to the instructors with referral to the school's web portal and section devoted to scholastic honesty. The page provides the information through documents with policies and procedures that instructors are to read. That usually happens only after instructors encounter an issue in their classes and seek for help in order to solve it. Not everything that helps the organization to improve the level of scholastic honesty awareness can be found in documents. Our research showed that instructors at higher level program do not consider the information dissemination very effective. It may be caused by the fact that instructors in these programs are many times part time employees who are not exposed to regular updates on scholastic honesty issues or committee meetings as those on lower level programs who have been with school for a long time. Also, the rate of scholastic honesty cases among students in higher level programs is lower compared to lower level programs, so the need for getting more information is also lower. The tacit knowledge that the lower level program instructors derive from their long term collaboration and experience is something that could help to overcome the perception of lower effectiveness in terms of information dissemination. There is also a lack of documentation of knowledge and application of lessons learned and best practices.

Social media are becoming a great tool in knowledge sharing and could be used also as a means for sharing tacit knowledge on SH in our organization. They allow people to learn and echange ideas with each other. Social networks have the ability to provide a better place for interaction through creating space for sharing experience, through building a domain of informal relationship, through providing facilities to observe, listen and imitate best practices, and finally thorugh establishing a mutual trust among participants as seen on the model below. Social media have changed the focus on knowledge management from managing the knowledge to providing access to knoweldge [2].

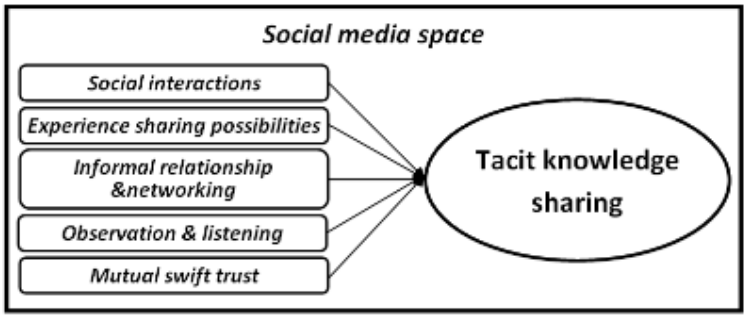

Fig. 1 Model of tacit knowledge sharing in social media [3]

Currently used Facebook account of VSM/CU can provide the basis for creating a comunity facebook page which will serve as a discussion forum focused on scholastic honesty issues.

Recent survey done in Slovakia has shown that 93% of students and 75% of white clollar employees use social networks with Facebook being the most prefered [5]. The facebook community page can provide space for sharing instructors‘ experience with scholastic honesty issues, functioning of scholastic honesty committee but also students and their own atittudes and experience in this field. It can also serve as a place for posting updates on recent committee hearings, types of cases that were reviewed and the commitee's decisions in those. They can be presented in written form, as stories or in form of videos. Stories tend be more attractive, engaging, entertaining and presenting real life situations, in comparison with rules and procedures. Studies show that stories are easier to remember, are given more weight, and are more likely to guide behavior.

All the mentioned options that a Facebook page provides should contribute to knowledge-building in the area of scholastic honesty as well as reduce or even eliminate the possible differences in perceived level of information dissemination effectiveness Amon diverse groups of instructors at VSM/CU. Increasing the scholastic honesty awareness by means of modern collaborative tools like social networks opens opportunity for creation of mutual trust environment that supports exchange of opinions and ideas and motivates people to reach their highest potential.

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