**Data dictionary**

Cs represents variables in SCoIQA.

SA represents variables in SAI-IQA.

AI represents variables in SCoAI.

FC represents variables in OPAM.

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| **Variable** | **Meaning** |
| **SCoIQA: Students’ Conceptions of Integrated Quality Assessment** | |
| Cs1 | IQA is used to select the best people for job and education opportunities. |
| Cs2 | Taking short-cuts is a smart way to prepare for IQA. |
| Cs3 | IQA is a competition to select the best. |
| Cs4 | Teachers use my IQA results to see what they need to teach me next. |
| Cs5 | Resources are limited so IQA has to be highly selective. |
| Cs6 | IQA has a huge impact on my place in society. |
| Cs7 | IQA makes our class cooperate more with each other. |
| Cs8 | I use IQA to take responsibility for my next learning steps. |
| Cs9 | Success in society depends on doing well on IQA. |
| Cs10 | Even when I have studied, I feel I cannot control my IQA results. |
| Cs11 | Good IQA grades lead to a better career path. |
| Cs12 | When we do IQA, there is a good atmosphere in our class. |
| Cs13 | IQA is how society meets its needs. |
| Cs14 | The rewards for doing well on IQA are significant. |
| Cs15 | IQA helps teachers track my progress. |
| Cs16 | Society keeps an eye on learners through IQA. |
| Cs17 | Our class becomes more supportive when we are assessed. |
| Cs18 | A brighter future and more money come to those who get high IQA marks. |
| Cs19 | With higher IQA grades, I can gain a better position in society. |
| Cs20 | IQA is a game which needs to be played strategically. |
| Cs21 | IQA encourages my class to work together and help each other. |
| Cs22 | Any technique for getting higher grades is fair when preparing for IQA. |
| Cs23 | I have to accept being assessed even if it seems to be bad for me. |
| Cs24 | IQA is used to determine people’s place and role in society. |
| Cs25 | Higher social status comes from good academic performance. |
| Cs26 | IQA is checking off my progress against achievement objectives or standards |
| Cs27 | IQA improves my ability to control myself. |
| Cs28 | IQA makes me doubt my ability. |
| Cs29 | IQA has far too much effect in society. |
| Cs30 | IQA determines my fate and future. |
| Cs31 | IQA determines if students meet qualification standards. |
| Cs32 | IQA motivates me and my classmates to help each other. |

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| **SAI-IQA:** **Self-Assessment Intentions in the Integrated Quality Assessment** | |
| SA1 | IQA self-assessment helped me to judge my performance better. |
| SA2 | I assessed my strengths and weaknesses accurately in IQA self-assessment. |
| SA3 | I assess myself for the tutor to grade me. |
| SA4 | IQA self-assessment helped me to improve my learning in areas in which I am not so good. |
| SA5 | My tutor looks at my IQA self-assessment when he/she grades. |
| SA6 | I do IQA self-assessment without thinking how the statements are truly related to my performance. |
| SA7 | IQA self-assessment is mainly useful in managing the tutor’s impression of my performance. |
| SA8 | Doing IQA self-assessment is a waste of time |
| SA9 | I become more aware of my learning through IQA self-assessment. |

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| **SCoAI: Students’ Conceptions of Academic Integrity** | |
| AI1 | Our university administrators always publicize academic integrity policies to students in various ways. |
| AI2 | Cheating includes turning in a paper copying from another student |
| AI3 | The academic integrity policies in our university are effective. |
| AI4 | Cheating includes working on an assignment with others when the instructor asked for individual work. |
| AI5 | Cheating includes asking other people sign for the seminar/meeting to avoid a penalty for absence in IQA. |
| AI6 | Our university administrators always caution students about behaviors that are considered academic cheating. |
| AI7 | Cheating includes copying from another student during a test or examination. |
| AI8 | Cheating includes bribing or currying favor of classmates to get high marks in peer assessment in IQA. |
| AI9 | The investigation procedure for academic cheating in our university is fair and reasonable. |
| AI10 | Cheating includes fabricating or falsifying records of IQA scores by utilizing one’s position in class/grade or university. |
| AI11 | Cheating includes using an electronic/digital device as an unauthorized aid during a test or examination |
| AI12 | Our university has a set of academic integrity policies which is complete and systematic. |
| AI13 | Cheating includes fabricating or falsifying certificate to get bonus points in IQA. |
| AI14 | Cheating includes paying for an answer from a business or individual |
| AI15 | Exam proctoring or invigilation in our university is strict. |
| AI16 | Cheating includes receiving unpermitted help on an assignment. |
| AI17 | Cheating includes exaggeration of contributions in activities to get bonus points in IQA. |
| AI18 | Verification of students’ scores in IQA in our university is strict. |
| AI19 | Cheating includes fabricating or falsifying research/lab data when doing course-work |
| AI20 | Cheating includes ingratiating oneself with the counselor to get bonus points in IQA. |
| AI21 | Cheating includes fabricating or falsifying a bibliography of a paper you submitted |
| AI22 | Cheating includes using unpermitted electronic crib notes during an examination. |
| AI23 | Cheating includes paraphrasing or copying a few sentences of material, almost word by word, from any source without noting where it is from. |
| AI24 | Cheating includes using unpermitted handwritten crib notes during a test or examination |
| AI25 | Cheating includes copying another student’s assignment. |

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| **OPAM: Observation of Peer Academic Misconduct** | |
| FC1 | Written examination where all supporting material is not allowed |
| FC2 | Written examination where all supporting material is allowed |
| FC3 | Individual oral tests, without supporting material (notes, books) |
| FC4 | Oral tests, in the form of a group discussion where the instructor observes and assesses the contribution of each participant |
| FC5 | Individual assignments and projects |
| FC6 | Group assignments or projects |
| FC7 | Take home test |
| FC8 | Take home essays or reports |
| FC9 | A portfolio of work requires complement in the process over a term or academic year |
| FC10 | Lab or tutorial assignments |
| FC11 | Self-assessed tasks |
| FC12 | Tasks assessed by classmates |
| FC13 | IQA |