DkIT Erasmus Students set out their stall in Valencia.

On the 15th November last, DkIT students on an exchange programme in the Polytechnic University of Valencia found themselves in the midst of the celebration of twenty years of the Erasmus programme. The students, Glen McCormack and Rachel Tiernan from Events Management Year 3 and Sineád Naughton a third Cultural Studies student set up their stall offering smoked salmon, brown bread, potato cakes and baileys cheesecake with a few cans of Guinness to wash it all down. It came as no surprise that the plates were cleaned within minutes and Glen, Rachel and Sinead were ‘relieved that they hadn’t poisoned anyone’. Throughout the day at the Polytechnic University of Valencia with students sampling food from countries such as Poland, France, Turkey, Germany, Italy and many more.

There was also music, cinema, sports, and huge servings of paella for everyone! Pictured above are Glen, Rachel and Sinead at the Irish Stall on Erasmus Day.

Movidia win Seedcorn Competition.

Last Thursday night in an awards ceremony in Croke Park, the Intertrade Movidia was announced as the winner of the Best International Emerging Company, which carries a prize fund of €100,000. Movidia a Dublin based company, who also have employees based at DkIT’s Regional Development Centre, was founded in 2005 by Sean Mitchell (CEO), David Moloney and Martin Mellody. The company manufactures multimedia processors for cellphones. To enter the Emerging International Company category, businesses had to be in existence for not more than five years and have a private equity requirement in excess of €300,000. The company employs 25 people in Dublin, Dundalk and Romania.

Movidia’s win highlights once more the fact that many entrepreneurs come to self employment after many years working in industry. In Movidia’s case, CEO Sean Mitchell received his degree in Electronic Engineering from Trinity College Dublin in 1989 and a Masters degree in Electronic Engineering, also from TCD in 1990. Sean has spent over 18 years working in the semiconductor industry in various technical, business, marketing and general management positions.

David Moloney, Chief Technology Officer has worked for over 20 years in the semiconductor industry since qualifying with a B Eng from DCU in 1985. Martin Mellody, VP Engineering received a degree in Computer Engineering from the University of Limerick (UL) in 1997 He subsequently joined the Telecommunications Research centre at UL before joining Drua Technologies, a new start-up which was later acquired by Parthus Technologies. Pictured above is Sean receiving the award from Liam Neills of Intertrade Ireland at last Thursday night’s ceremonies.
Attention Students; Frequently asked questions about examinations at DkIT. Submitted by Gerry Gallagher.

Q1. Do I have to pass all my modules in order to pass the semester?
If you pass all your modules you have passed the semester. However, there is a mechanism call Pass by Compensation, which may apply in certain cases.

You can compensate in at most two modules, assuming you have passed the others in the semester. To compensate in a module, you must have a mark of at least 35 in that module and the total excess marks in other modules must be at least twice the deficit in the module being considered for compensation. To compensate in two modules the total excess marks must be at least twice the total deficit for the two modules.

For example, a mark of 36 in Module A means there is a deficit of 4 marks. If there is an excess of at least 8 marks in the other modules, these can be used to compensate for the deficit in Module A. So, if the student has scored 43 in Module B, and 45 in Module C, the excess marks in these modules can be used to compensate for the deficit in Module A.

Similarly, if a student scores 35 in two modules, giving a deficit of 10, and scores 45 in four other modules, giving a total excess of 20, then the student can pass by compensation.

Q 2. What happens if I don’t achieve the 30 credits in a semester? (each module is normally worth 5 credits)
This will happen if you fail one or more modules in the semester (i.e. obtain less than 40 in the module) and don’t pass by compensation. In that case, you will be granted exemptions in the modules you have passed (i.e. you will achieve the credits for the modules) and you will have to repeat the examination component of the failed module(s) in the following Autumn’s sitting of examinations. This applies to modules from both the first and second semesters.

Q 3. Can I pass by compensation in a repeat sitting, if I already have exemptions?
No, Pass by Compensation only applies when all modules are taken in a single sitting. It cannot be used in a situation where a student already has exemptions. This means that you must get at least 40% in each module that you repeat. If, however, you are repeating all modules for a semester, then Pass by Compensation will apply.

Q 4. What do I need to pass in order to progress to the next year of my programme?
Each module has a number of credits associated with it, usually 5 credits. The total of the credits in each semester is always 30 (there are usually six modules per semester). All 30 credits are awarded if you pass the semester - this includes passing by compensation. In order to progress to the next stage, you normally need to achieve 60 credits i.e. pass both semesters. However, if you have achieved 55 credits for the year, your result will be classified as AP(Approved to Progress), and you may progress to the next year. If you have less than 55 credits you cannot progress to the next stage.

Q 5. What does AP mean?
If you achieve 55 credits (i.e. there is one module which you have not passed), your final result will be classified as AP. This means that you will be allowed to progress to the next stage of your programme but you must remove the 5-credit deficit by the end of the following year, before you can progress any further. For example, if you progress to Year 2 with a 5-credit deficit from a Year 1 module, you must pass the Year 1 module by the end of Year 2, before you can progress to Year 3. However, you are strongly advised to make every effort to achieve the 60 credits in each year.

Note: You must clear any credit deficit before you can receive an award.
Some examples: Below see examples of candidate’s results with explanation below.

<table>
<thead>
<tr>
<th></th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Module 5</th>
<th>Module 6</th>
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</thead>
<tbody>
<tr>
<td>John</td>
<td>45</td>
<td>72</td>
<td>87</td>
<td>63</td>
<td>53</td>
<td>56</td>
</tr>
<tr>
<td>Mary</td>
<td>48</td>
<td>86</td>
<td>63</td>
<td>51</td>
<td>52</td>
<td>35</td>
</tr>
<tr>
<td>Peter</td>
<td>45</td>
<td>40</td>
<td>51</td>
<td>37</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>Ann</td>
<td>61</td>
<td>66</td>
<td>37</td>
<td>26</td>
<td>52</td>
<td>35</td>
</tr>
<tr>
<td>Michael</td>
<td>35</td>
<td>42</td>
<td>43</td>
<td>36</td>
<td>40</td>
<td>45</td>
</tr>
</tbody>
</table>

On the set of results shown above:

John passes all modules.
Mary passes by compensation. She compensates in Module 6.
Peter passes by compensation. He compensates in Module 4 and Module 5.
Ann obtains exemptions in Modules 1, 2, and 5. She has to re-sit Modules 3, 4, and 6. She cannot compensate as she has failed more than two modules.
Michael obtains exemptions in Modules 2, 3, 5 and 6. He has to re-sit Modules 1 and 4. He cannot pass by compensation because his excess marks are not at least twice the deficit in Modules 1 and 4.

Students– Stressed about your exams? Save your self extra stress by reading below.
Submitted by Gerry Mc Hugh.

The weeks leading up to examinations can be traumatic for students. However for some students the weeks after examinations can be even more traumatic. Following the Autumn Repeats 2007, nine students faced disciplinary proceedings because they had breached the Examination Regulations (usually No. 4). The consequences for 3 students were particularly serious as the decision of the Disciplinary Committee was to set all exams taken by these students to zero.

Remember the onus is on YOU to check your calculator/pencil case etc. for any written material. We want our students to succeed…brilliantly…...but not at the expense of the Institute’s integrity.

Check out he following links to our website where you will find more information.

Avoid Disciplinary action– check the link below.
http://ww2.dkit.ie/student_life/examinations/examinations_news/avoid_disciplinary_action

Conduct of Examinations- check the link below.
http://ww2.dkit.ie/student_life/examinations/documents_and_policies
Dogs, stars, Rolls Royces and old double-decker buses: efficiency and effectiveness in assessment

Win Hornby, Aberdeen Business School, The Robert Gordon University

5 Group assessment

Putting students into groups to produce work collaboratively is one strategy, which as well as providing very valuable educational opportunities can clearly reduce the marking burden on academic staff. It also has the added advantage that it encourages students to work collaboratively and to develop the necessary skills to make group working effective. These skills are generally speaking regarded by employers as important in the workplace. (See the reference in footnote 4 above.) There are, however, problems of what to do with the free-riders who contribute nothing to the group. In addition, tutors often have concerns that students may not rate each other fairly. Five options are mentioned in the literature (Rust, 2001). While no single option is without its drawbacks, each provides some answer to the free-rider problem. Below are the five options.

i Group mark

Each member of the team receives the same mark. This is a kind of rough justice and is probably the least convincing strategy. Rust (2001) quotes an example of a business course where a system of yellow/red cards was issued to those who are not attending or contributing. The yellow cards are instigated by team members and can be rescinded if there is an improvement in attendance/contribution by a given time period. If the yellow card is not rescinded a five or 10 per cent penalty is introduced. A second yellow card results in a red card and the students fails the module. He reports:

'Since the introduction of this scheme, a red card has never been used, no one has ever complained that the system is unfair and most yellow cards (and there have not been that many) have ultimately been rescinded' (Rust, 2001).

ii Individual learning contracts

Each member of the group is assigned a role or a task and is assessed against the assigned role. The drawback with this option is that it can be difficult to discern who has actually done the work and involves a good deal of tutor time, thus defeating the objective of streamlining assessment.

iii Peer-assessment/divided group mark

Marks are assigned by members of the team on the basis that they know best who has contributed the most to the performance of the group. Thus, in some cases, it can be done by formula with a group mark and variations around this mark +/- 10 per cent for example according to individual contribution. Alternatively, a group mark might be 60 per cent and with six members there would be $(n - 1) \times 60$ or 300 marks available for distribution with a minimum of 0 and a maximum of 100. Each member allocates marks (excluding him/herself) and an averaging is carried out to reflect group views.

iv Viva

Marks can be allocated on the basis of group presentations followed by a questions and answer session to ascertain who was making the most significant contributions.

v Project exam

Students can expect to get questions in the examination, which specifically draw on their experience of their work in the project. Free riders will find it difficult if not impossible to answer this part of the examination.
Call for contributions to AHEAD Best Practice Guidelines.

AHEAD, funded through the Higher Education Authority are compiling ‘Best Practice Guidelines’ for supporting students with disabilities in Higher Education.

One of the primary aims of the guidelines is to share good practices between institutions and we are looking for short descriptions, one to two paragraphs (approx. 300 words) of how students with disabilities/learning difficulties have been supported in the teaching and learning environment by lecturers/departments.

Have you ever had a student with disability attend your lecture?
Have you had to make an adjustment or accommodation in your classroom, tutorial, for a fieldtrip or in setting assignments?
Did the adjustments work and why?

If you have any examples of supporting students with disabilities we would ask you to share them with us.

Other examples could include:
• Changing the delivery of a course, programmes or workshop to be more inclusive?
• Making an adjustment to your curriculum to include a particular student that was on your course?
• Giving students the option to complete an assessment in an alternative format or being flexible with assessments?
• Making alterations to notes and handout materials?
Any involvement with a project to address the needs of students with disability or a learning difficulty in your college?

If you are interested in sharing your experiences, please contact Fiona Ring in the AHEAD office on 01-716 4397 or by e-mail on fiona.ring@ahead.ie.
DkIT Volleyball Club.

The 1st Round of the Colleges & Universities Men's Leinster Volleyball League was hosted by NUI Maynooth on Wednesday 28th November 2007.

In the end DkIT lost all three games against TCD, NUIM and IT Carlow but the eight players that travelled to Maynooth to represent DkIT still enjoyed themselves.

DKIT Archery Club.

On Saturday past DkIT made the journey to DCU to enter into the first Colleges Archery Tournament of the year.

Most of the students travelling to Dublin, were shooting in a competition for the first time, having only taken up archery in September and they outperformed any expatiations, finishing 5th in the team event, while 3 of the top five archers in the club obtained there advanced pins – a major achievement in their first ever competition.
Basketball fresher’s beaten in Plate Final.

The DkIT men’s fresher basketball team travelled to the University of Limerick last weekend to compete in the All-Ireland fresher’s basketball tournament, having no idea what lay in store. The competition is solely to give first year college students who may not make their senior panels some exposure to college’s basketball.

The Tournament runs over two days with pool games on the Saturday and semi finals and finals on the Sunday. Over the weekend there were 18 teams taking part and a total of 30 games played. This was the first time ever that DkIT entered a team into the fresher’s tournament and were unlucky in the end not to take back some silverware to Dundalk.

In the Pool games on the Saturday DkIT played two games, DIT defeated them in the first game 52 – 40. In the second game of the day the seven-man team from DkIT knew they had a tough task to stay in the competition when they had to take on the hosts UL. The lads put in a great display and came out of the game with a 13 point win – 46 – 33.

This meant they were through to the Plate Semi on Sunday morning were Cork IT awaited. DkIT won the game 38 – 16. In the other semi final UL defeat St Patrick’s College 55 -23. The Plate Final was a repeat of the second round pool game DkIT v UL – the hosts.

DkIT start as favourites after winning the pool game between the sides the day before. However the host win a large home support turned the tables and won the game by four points 50 – 46. NUIG overcame DCU in the Cup Final.

A truly spirited display by the DkIT and one which will give the full club – men’s and women’s a major boost and help build the confidence for upcoming games in the Leinster League.
DkIT students from the Capoeira Society headed to Dublin last Tuesday night to join the Irish celebrations of Zumbi – A day of national pride in Brazil, especially among Capoeiristas.

Activities included samba dancing, capoeira, African music, Brazilian music, while people dressed in a multitude of cultural dress.

All students had a great night the only compliant was that they had to get the bus home at 1.30 in the morning – they could have kept going all night!
With only two matches remaining in the group DKIT needed to continue their winning form, having previously won their last two matches against Carlow IT and Sallynoggin. Again Johnny McCabe was going to have to re-shuffle his first 15 as some key players were carrying a few injuries from their club duties at the weekend. Dkit started the match the brighter game knowing that a win was the only outcome that would keep their all Ireland hopes alive, again and not for the first time this season, DKIT’S forwards putting in some bit hits and ferocious rucking to stamp their authority from an early stage in the match, notably locks forward David O’Sullivan, Colin Keogh, and back row Thomas Clarke and hooker and captain Malcolm Allister should get praise for their dogged work in attack and defensive duties. DKIT were the first to score in the 16th minute when 2nd centre Scully got over the try line. The conversion was narrowly missed by Blaine Healy. Dkit piled on the pressure for the remainder of the first half whilst getting over the score line 3 more times through winger Conor Stanley, Shane Maguire was set free just inside DKIT’s own half from a quick tap penalty taken by Thomas Clarke, Shane raced towards the try line once he broke the defensive line of DCU and was never going to be caught by DCU’s fullback. Thomas Clarke got over for DKIT’s fourth try of the first half through some strong and impressive mauling Thomas Clarke broke free and made it look easy from about n5 yards out from the try line. DCU did respond well through a try themselves and would have hoped that their match could be still salvaged in the second half.

Again DKIT began the second half asleep as they did in their previous encounter against Sallynoggin and it’s a problem which will need to be addressed. DCU began to put some phases of play together but not impressive dog like defending DKIT were keeping DCU at bay but ten minutes into the second half DCU got rewarded for their hard work with their second try of the afternoon but were unable to convert the 2 points. The remainder of the second half remained a scrappy affair with neither team able to build up any pattern that was looking like it was going to produce a score but with ten minutes to go Scully broke free from a quick attack down the blind side towards the try line and pure aggression and determination saw the Dundalk man get over the try line. Also on behalf of the lads of DKIT a special thanks to Panda the bear. So another good days work done for DKIT as their home ground is proving to be a difficult place to be for visiting teams, and with one group remaining against Griffith College in January 2008, DKIT will hope the break in this campaign will not hinder their current form and will hope to advance to the quarter finals. Anyone interested in sponsoring DKIT Rugby please contact Jason McDonnell via email – jason.mcdonnell@yahoo.co.uk.

Match Report by Jason McDonnell
DkIT Mountaineering Club.

Mountaineering club – to visit Tullymore indoor climbing wall
DkIT mountaineering club are going climbing to the indoor wall at Tullymore this Wednesday 5th December.

The bus will depart the college at 3.00pm and return around 8.00pm.
Cost will be five euro per head.

If you are interested in going please contact Eliz:
ewe105@studentmail.dkit.ie or call into the clubs and

Christian Union Society

The Christian Union would like to take this opportunity to wish all students well in the build up to the exams and Christmas. We realize that it can be a very stressful time but also a very lonely time for some people. We would also like to say that we are here for support for anybody that might want to chat. We will have a stall set up during study week on Monday 10th of December with FREE tea/coffee and mince pies. We hope to see you then.

The CU meets weekly on Wednesday’s in the quiet room at 3.00pm to help and build up one another. Weekly meetings can consist of teaching, group discussions, general hang out and chat and others. For further information please contact Darren on
dcurr021@studentmail.dkit.ie or call in to Clubs & Societies office.

Men’s Soccer

After Round 2 games in the Bob Eustace Cup Dundalk have qualified to meet neighbours Drogheda IFE in the Quarter Finals. Both sides have already met this year in the open league game of the year. That game played in mid October and ended in a draw, so another tight game is expected. The winners of this game will meet St Patrick’s, Carlow or Mater Dei in the semi final. DkIT’s game against Drogheda will take place in the first week in February.

‘Go to work on a Sevens Shuttle!’- the guaranteed pick-me–up for your day!

Last Friday and on a couple of other occasions recently, I decided to reduce the stress in my life and accept the fact that I won’t get a parking space on Campus and so I drove straight to the Horseware carpark where I found the shuttles awaiting their passengers. Already I was in good spirits and started my day enjoying the banter amongst the passengers. Before I was most heartened by was the care and consideration displayed by Gerry the driver for the staff and students. As we waited in the pouring rain for another few cars to park, Gerry recognising the arriving cars remarked “oh that girl prefers to walk but here comes Mary’s car, we will just wait for her.” He duly drove us on to campus, dropped us off cautioning passengers as they disembarked to “mind your heads” and “watch your step!”

Good advice for all and a nice way to start the day– Thanks Gerry!

“Our employees are our greatest asset. I say we sell them.”
Camogie League Division 2: Dundalk IT 0-04 St Mary’s 3-16

The camogie team braved weather only ducks crave in what ended up as a one sided affair last Wednesday night. Dundalk IT went point for point and looked capable of sustaining their winning ways for the first 20 minutes of the game with Emily Mangan and Niamh Reid in scoring form. However that’s where the dream ended.

St. Mary’s then got two quick goals that seemed to punctuate the beginning of their dominance. St Mary’s Katie McAuley’s inter-county experience showed, and she brought the game to Dundalk IT scoring 5 unanswered points to finish the first half. Katie’s a constant threat on the Derry county senior team and has been nominated on the Camogie All Stars.

St Mary’s then dominated the second half aided by the wind showed no let up in their attack and ran out convincing winners. However Dundalk IT did not give up and battled to the end. The full back line were under a constant barrage in the second half but played very well. Our newly converted full back Marie Greenan, showing why she was selected to play Shinty for Ireland the last two years, was fantastic and well aided by her very safe and sure corner backs, Aileen Kane and Sinead McParland. The Power sisters worked tirelessly in the middle, but found it a daunting task to stop the formidable force of Katie McAuley and Aisling McCall. It is a night that the DkIT girls will probably like to forget they can take heart in the fact that it is only their second match together.

DkIT GAA Club
Inter County Gaelic
Seven-a-side
Once off Blitz

Wednesday: 5th Dec
6.00 – 7.00 p.m.

If your interested in taking part please contact:
DkIT GAA Development Officer
Michael Heeney (086 888 0967)

WOMENS SOCCER
MATCH V RSCI

Wednesday 5th December
2.00 p.m.

DkIT Outdoor Pitches
DkIT Library presents...

“Feel the energy: Sustainable technologies for life”

A talk by Dr. Paul MacArtain from DkIT’s Centre for Renewable Energy (CREDIT) covering:
- Energy and emissions in Ireland.
- Domestic sustainability: efficiency and technologies.
- The Dundalk IT wind turbine.

Venue: The Slievefoye Seminar Room, The Library, Dundalk Institute of Technology,
Dublin Road, Dundalk, Co Louth.

7pm Tuesday 4th December, 2007. Everyone welcome

Oops! Errata in last week’s issue.

In last week’s issue in an article about the finalists in the Newstalk Student Enterprise Competition, a couple of names were omitted from the judges list and one was included that shouldn’t have been there!

Apologies to Paula Reilly and Larry Murphy who were on the judging panel and whose names I omitted last week.
I added Micheál Ó Murchú’s name to the list of judges and this was a mistake. Micheál was not on the judging panel and therefore had no role in selecting the winning teams.
Both these errors were entirely of my making.

Angela Short, Editor.
Editorial; Rescue Remedy?

Did you know that Rescue Remedy comes in spray bottles now? Well I didn’t but I discovered this last week when a student who had just presented her project for me had left it behind on the lecturer’s desk. I saw it and immediately identified the source of the very distracting ‘clicking’ noise that I had noticed in the class when trying to listen to a presentation. The student had been unaware that in her nervous state, she had been clicking on and off the top of the Rescue Remedy spray as she waited for her turn. I was floored by the vision of the bottle lying there. You see in my rush to get to the presentations out of the way, I had forgotten about the high levels of stress that this ten minute exercise causes amongst our students, most particularly the first years. After twenty plus years of walking into lecture theatres, I have totally forgotten that for many students, particularly the less extroverted ones, the task of presenting to their peers in terrifying. I rushed from the classroom to find the student and return her spray but more especially to tell her that she had done well and that I was grateful that she had inadvertently reminded me of what it is like to be a student in that position. Overall this was a tough week. The pressure amongst staff and students as assignment deadlines loomed was palpable along the corridors and of course the car park was full, even in Horseware. The semester has flown and now comes the time for us all to ‘account’ for ourselves. Staff have to get the paperwork in order- there must be grades on paper (over which we can stand) alongside signatures of the students so that we can sleep easy, students have to produce that project or assignment compete with the cover sheet verifying the ownership of the work and office staff had to ensure that every ‘i’ is dotted and every ‘t’ crossed before the task of copying the exam papers starts. It seems like it was only last week that the term started. The semesterised/modularised system while designed to allow students to learn and be assessed in ‘chunks’ results in not one but two periods of high level pre-assessment stresses within the academic year. I spent a considerable portion of the week trying to mentor first year groups as to how they might deal with the ‘delinquent’ group members who had let them down on deadline day, leaving the distraught group members with glaring gaps in their projects or assignments. They simply do not have the skills to deal effectively with their ‘friends’ in this manner and it often falls to lecturers to play judge and jury in an attempt to ensure that fairness prevails. Fairness- that elusive concept. While I anguish at their anxiety and acknowledge their lack of wisdom and experience in being able to deal effectively with ‘groupwork’ plague, I am conscious that this is a taste of what is to come for them in the workplace. They will always be the ‘workers’ and those who will let them work. There is no textbook or training guru who has come up with a fail-safe method to ensure that everyone puts forward a ‘fair day’s work’ in return for their wages or salary. There will always be those for whom fair is about 50% of what they can give, and others for whom sometimes 110% is not enough. What students learn from the ‘groupwork’ exercise is to choose your friends carefully but your ‘group members’ even more carefully. Groupwork is recognised as one way of embedding the skills of collaborative working, teamwork and group decision making. It should be an empowering and synergising experience where the ‘whole’ is greater than the sum of the parts. However, it is becoming increasingly clear to me as a lecturer, that it is an assessment method that is fraught with danger. There are ways of ensuring that we enable groups to self regulate and some of those are outlined in the article by Win Hornby on page four of this issue on the subject of group assessment. This semester I have resolved to find a better way to ensure that the group project is an empowering experience and not a soul destroying one.

This week saw the publication of an Independent report by Prospectus Strategy Consultants on Funding in Higher Education in Ireland. In their own words Prospectus state the objectives of the study to be “This opinion-based survey attempts to capture the climate, concerns and ambitions of the Irish Higher Education sector in 2007. It is the first survey of its kind within the sector and is being circulated to a wide range of participants and stakeholders in Higher Education.”

“According to the Prospectus survey on Irish higher education, the sector is facing significant global challenges in the absence of a clear national strategy. Having surveyed 175 key opinion leaders such as, heads of universities and institutes of technologies, senior academics, research centres and Government departments, Prospectus found close to nine in ten respondents (86%) believe that the absence of a national strategy for higher education is hindering the advancement of the sector.”

As a lecturer at the coalface of Higher Education, I can’t help but think that what is ‘hindering the advancement of the sector’ is the apparently generally accepted opinion that the ‘key opinion leaders’ all are in management. In other words if you don’t manage a budget, your opinion on the way forward doesn’t count. I say this having checked the list of options for titles that survey ‘participants/stakeholders’ could tick to identify where they worked in the organisation. They were all Management type positions. That means if you are a student or a teacher or work in administration support, you have nothing to contribute to the think-tank on the future of Higher Education in Ireland. If your opinion did count you would have been sent the survey but you weren’t. One might assume therefore that any national strategy that might be formulated following the publication of this report would be also based on the opinions of the ‘key opinion holders’ and therefore most likely would advocate a strategy which would be an update on the status quo with extra money added.

In a week where we heard yet more tales of ‘dig-outs’ and ‘best friends forever’ from the Mahon Tribunal, where morning Ireland reported on the ‘Loose Change Day’ held every Friday at Gaelscoil Eiscir, where children gather up their parents and siblings loose change on Thursday night to fund all the supplies that the can’t afford after their €6,000 odd government grant is gone, where the Revenue Commissioners told us that 50% of tax payers, many of whom are couples jointly assessed, earn less than €30,000 (an amount lower than the Taoiseach’s salary increase), I am glad to be in Higher Education because I live in the constant hope that something I do or say in the classroom will embed in this next generation of citizens the ‘critical thinking’ skills to be able to recognise that this is not democracy in action and that they hold the key to demanding government that is capable of stewarding this society through what will no doubt be turbulent times. Complaining about the government of the day is a waste of energy when there is no real alternative. So it is up to us as educators to ensure that citizens retain the right to learn for learning’s sake and not simply to feed the needs of a fickle economy. - The ‘buck’ stops here.

The views expressed in this editorial are those of the writer and do not reflect the views of Dundalk Institute of Technology. Angela Short, Editor
The pressure, of course, is not confined to Duke. Many schools have policies that encourage an open dialogue on business ethics. Students at the Thunderbird School of Global Management sign a Professional Oath of Honor similar to doctors’ Hippocratic Oath, while Penn State created an honor committee of students and faculty last year to help foster academic integrity on campus.

**Academic Pressures**

The faculty and student body at Duke were informed of the committee's decision on the afternoon of Apr. 27, and the news spread throughout the campus and on Internet chat groups. Charles Scrase, Fuqua’s student body president, was surprised by the charges: “The classmates I work with on a day-to-day basis are ethical, outstanding individuals,” he says. “We’re shocked that [cheating] could’ve occurred to us on our way to Duke.”

Sonit Handa, a first-year Fuqua student, suggests the students involved in this case might have been tempted to cheat because they wanted to ensure they did well in the class: “Duke is a hectic MBA business school, and employers want good grades, so there’s a lot of pressure to get ahead.”

The pressure, of course, is not confined to Duke. Many schools have policies that encourage an open dialogue on business ethics. Students at the Thunderbird School of Global Management sign a Professional Oath of Honor similar to doctors’ Hippocratic Oath, while Penn State created an honor committee of students and faculty last year to help foster academic integrity on campus.

**Codes Not Foolproof**

One of the more recent examples is the new graduate honor court at the University of North Carolina’s Kenan-Ragler Business School. In January, the business school established a student-run honor court, a body devoted to investigating student violations of the honor code. Between 30 and 40 students, from the school’s five MBA programs, are involved with the court, according to Dawn Morrow, a second-year MBA student who serves as the student attorney general for the court.

Before this, student honor code violations were dealt with through the graduate honor court system, which handled cases from other graduate programs. Morrow says that students have been eager to get involved with the honor court because they want to ensure that the school’s values are upheld inside and outside the classroom. Rutgers’ McCabe estimates that 50 to 100 colleges and universities have honor codes.

Schools with extensive honor codes, such as Duke, tend to have less cheating in general, McCabe says. Still, he says, it’s not a foolproof measure. Business-school students are more competitive than other students, and some use cheating as a way to ensure they get ahead: “It’s kind of like a businessperson who has the opportunity to embezzle money in the dark of night,” says McCabe. “Sure it’s more tempting, but we still expect them to be honest.” BusinessWeek intern Dan Macsai contributed to this story.
Caption Competition. Captions to newsletter@dkit.ie

Last week’s caption competition.

Brad says: “I can’t believe you got the last two tickets to DkIT Christmas party”

Congrats to John King, DkIT Library.