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## Knowledge Bias: Perceptions of Copying among Lecturers and Students of Education Case Study of a Teaching College

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*Abstract-* Everywhere in the world, the academically immoral and unethical behavior of copying in academic institutions no longer shocks anyone. In this study, the authors argue that this phenomenon is prevalent even within academic institutions of education intended for the training of teachers. That is, students who soon would be responsible for the ethical code of their students. This phenomenon of copying is based on three main factors: Students, the academic institution, and the teaching staff. The students' perception of copying was examined through questionnaires and it can be stated that the phenomenon is considered significantly normative. The lecturers' perception was examined through in-depth interviews and it is emphasized that they are indeed aware of the phenomenon being widespread. Nevertheless, they also think that the institution sets double standards regarding it. On the one hand, the academic institution declares its intent to stamp out the copying phenomenon, while simultaneously encouraging it by being overly tolerant and by not addressing the issue when it does arise in disciplinary committees. Therefore, a self-reinforcing cycle emerges with the students seeing the phenomenon as significantly normative, the academic institution setting double standards, and the lecturing staff finding itself stuck between a rock and a hard place when dealing with the problem.

*Keywords:* knowledge-bias; learning-processes; copying; ethical code; education.

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