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Teaching to avoid plagiarism in the digital age

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It matters...

- ▶ 2002 – VC David Robinson, Monash University
- ▶ 2003 – University of Newcastle
- ▶ 2007 - Kim Walker, Dean of the Sydney Conservatorium of Music
- ▶ 2010 – Indonesian academic (PhD Flinders)
- ▶ 2014 - MyMaster
- ▶ 2015 – Four Corners *Degrees of Deception*
- ▶ 2015 – SBS *Pens For Hire: Feed Special Investigation* – exam impersonators and ghost writing “on an industrial scale”
 - ▶ Airtasker, OzLance and other ...

Or does it?



Double-edged sword: why the digital age makes it worse

- ▶ Plagiarism: “not new but purportedly more widespread problem” (Purdy, 2009: 65)
 - ▶ Ease of searching, copying, pasting and disseminating digital information
 - ▶ Ease of finding resources on any topic
 - ▶ Ease of finding *sophisticated* resources on any topics (authentic voice)
 - ▶ Ease of finding services that create bespoke assignments for a price
 - ▶ Ease of sharing/using assignments across a degree
 - ▶ Changed relationship between author and reader - digitalising text means readers can appropriate decontextualised text and render it their ‘own’ (Mirow & Shore in Carroll, 2002, p.15).
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- ▶ Which of these are learning design issues?

Double-edged sword: why the digital age make it better

- ▶ Can easily expose plagiarists
 - ▶ Google a distinctive phrase or sentence
 - ▶ Turnitin, iThenticate, Plagiarism Checker, PaperRater...
 - ▶ Public and Searchable
- ▶ Technologies for collaboration
 - ▶ Technologies that identify individual work – Trello, wikis, Google Docs
- ▶ Technologies that demand creativity, individual effort
- ▶ Ease of feedback on formative tasks

Intellectual & Ethical Development & an authentic student voice

- ▶ William Perry's ideas for student development - dualism, multiplicity, relativism & commitment.
- ▶ Dawning awareness that there is no single external Authority – need to navigate what others say, decide what you know and represent it
- ▶ Perry “described the development of...students as progressing from:
 - ▶ dualistic belief that things are either true or false, good or evil
 - ▶ Multiplicity of knowledge, knowledge is subjective, conflicting answers - students need to trust their own voice (**which may not have developed yet**).
 - ▶ a stage of relativism...all beliefs are equally valid
 - ▶ a stage of commitment to values and beliefs that recognized to be incomplete and imperfect but are open to correction and further development” (McKeachie, 2002: 296).

Learning design

- ▶ Problems
- ▶ Case studies
- ▶ Specific (and current issues)
- ▶ Specific (and current) article (including news events)
- ▶ Reflective writing on experience (work placement, field trips...)
- ▶ Analysis on a particular element of an event, report, finding
- ▶ Group assessment – well designed for number of students, individual attribution for sections, individual component, peer review.
- ▶ Plans, notes and drafts as formative assessment
- ▶ Annotated bibliographies
- ▶ Games (see Judy O'Connell's presentation at this conference)
- ▶ Journals – e-portfolios: a curation of tasks to meet Learning Outcomes.

CSU's Distance Education Strategy

- ▶ Emphasises five aspects of engagement:
 - learner-teacher engagement
 - learner-learner engagement
 - learner-content engagement
 - learner-community-workplace engagement and
 - learner-institution engagement.

CSU's Online Learning & Teaching Model

Focuses on strategies known to increase engagement & enhance learning [in an online context]



CSU's Online Learning Model

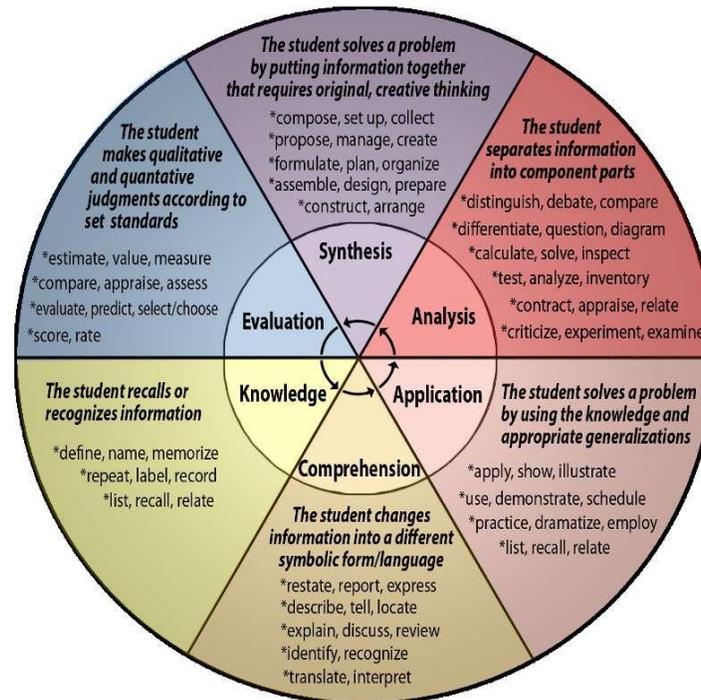
- ▶ The seven elements of the model can help to minimise instances of plagiarism

Element	Learning Task	Technologies
Small Group Support	Peer review; Collaborative writing strategies; Peer support	Turnitin; Trello; wikis; Google Doc; Track changes/ Comments
Personalised Support	Quizzes; Feedback on formative tasks;	Learning Analytics; Turnitin;
Teacher Presence	Feedback on formative tasks; explicitly modelling academic discourse	Videos; chat/ announcements/email; wikis;
Interaction b/n Students	Peer review; Games; Collaborative tasks;	Turnitin; Trello; Track changes/ Comments; social media platforms;
Interactive Resources	MCQ re plagiarism; cloze exercise re referencing; Animated 'what if' scenarios; Games	Games (see Gaming Against Plagiarism)
E-assessment	Reflection; Project Report; portfolio	Trello; PowToons; PebblePad; Games

Teaching to avoid plagiarism

- ▶ Methods employed by students to plagiarise, to avoid detection of plagiarism and to simply buy bespoke essays for fraudulent submission are multiplied, enabled and enhanced by a range of digital technologies.
- ▶ Cost of plagiarism – policies - implementation and administration; reputational loss to students, courses and institutions embroiled in plagiarism scandals; cost of plagiarism detection software
- ▶ Don't blame the internet or the student
- ▶ Don't rely on plagiarism detection software
- ▶ Invest in good teaching, thoughtful assessment design and supporting a personalised sense of 'the learner' to detect, minimise or completely eliminate academic dishonesty.
- ▶ Invest in the marking process...

What 'understanding' looks like...



INTEGRITY PLEDGE

- ▶ INTEGRITY PLEDGE: “All my work for this course will be original and independently done.
- ▶ Sentences copied and pasted from the Internet will be placed in quotes and appropriately cited.
- ▶ I understand that special software very sensitive in plagiarism detection (with respect to Internet sources and other student submissions from now and in the past) is used for this course, and
- ▶ if any instance of plagiarism or some other violation is detected, I will get an F* or an appropriately lowered grade on this course.” (Dalal, 2015).

References

- ▶ Carroll, J. (2002) *A Handbook for Deterring Plagiarism in Higher Education*. Oxford Centre for Staff & Learning Development: Oxford.
- ▶ Dalal, N. (2015) Responding to plagiarism using reflective means. *International Journal for Educational Integrity* 11(4).
- ▶ eLearning Industry (2015) Top 10 FREE Plagiarism Detection Tools For Teachers <http://elearningindustry.com/top-10-free-plagiarism-detection-tools-for-teachers>
- ▶ Evans, J. (2000) The New Plagiarism in Higher Education: From Selection to Reflection. *Interactions Journal* 4(2) <https://www2.warwick.ac.uk/services/ldc/resource/interactions/issues/issue11/evans/>
- ▶ Centre for the Study of Higher Education (CSHE). (2002). Minimising Plagiarism. <http://www.cshe.unimelb.edu.au/assessinglearning/docs/PlagMain.pdf>
- ▶ McKeachie, W.J. (2002) *McKeachie's Teaching Tips*, Houghton Mifflin:

Google Doc

- ▶ Contribute to **Learning Design to Avoid Plagiarism here:**
- ▶ <https://docs.google.com/document/d/1WcAlMy2lcn9cza7wXj4OoCgX9ivDhhVu3tAQ4OOEEg/edit?usp=sharing>