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).

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

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


McKeachie, W.J. (2002) McKeachie’s Teaching Tips, Houghton Mifflin:
Contribute to Learning Design to Avoid Plagiarism here:

https://docs.google.com/document/d/1WcAlMy2Icn9czs7wXj4OoCgX9ivDhhVu3tAQt4OEEeg/edit?usp=sharing