



All my own work?

Smoothing transition into Higher Education by increasing Plagiarism Awareness

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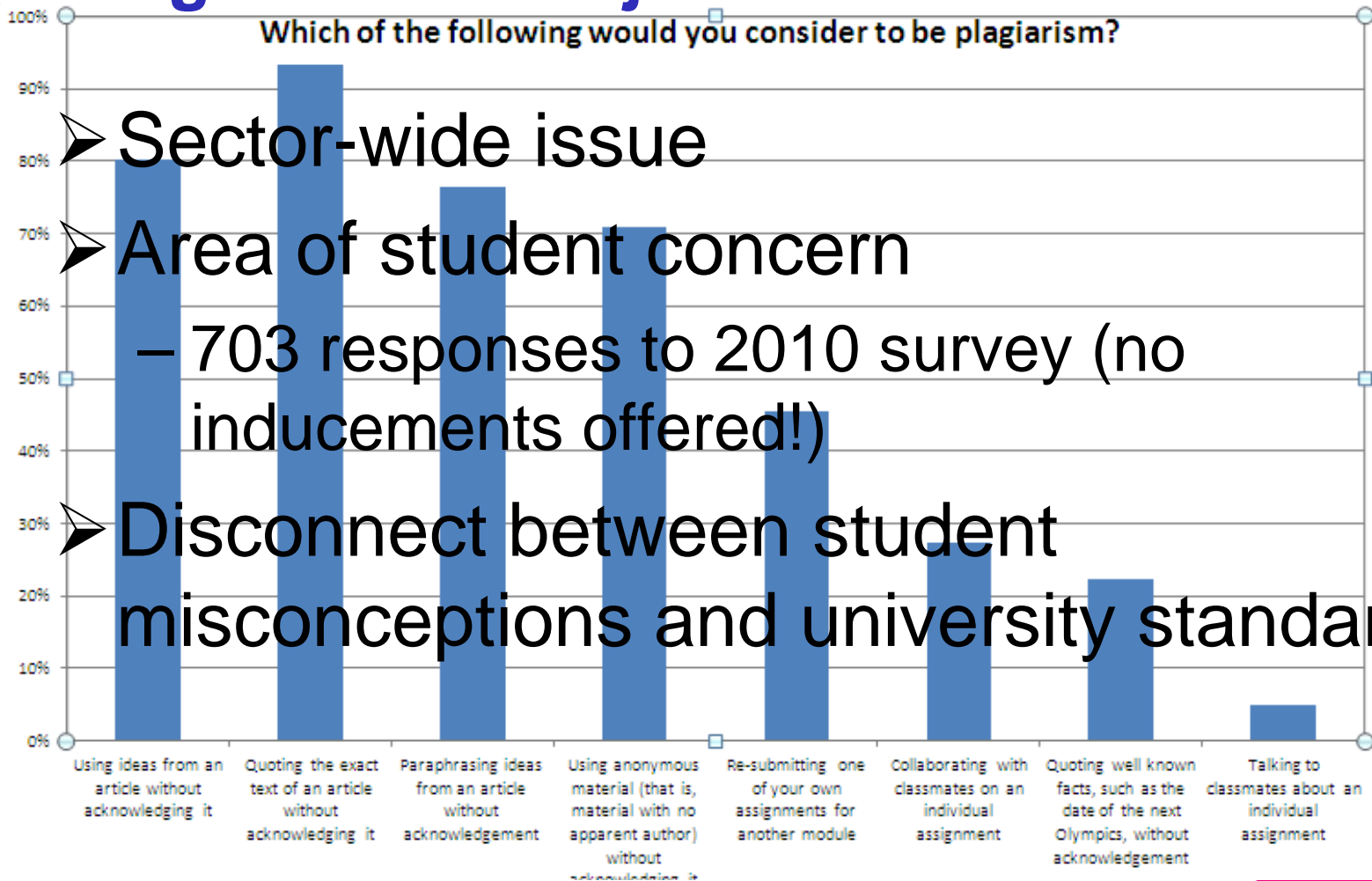
Transition from school to university

- Expectation gap
 - Independent study
 - Level of referencing
 - Acceptability of cut & paste
 - Collaboration
- Implicit rules disadvantage vulnerable groups: International students, mature, first-in-family



Plagiarism: a major issue?

Which of the following would you consider to be plagiarism?



➤ Sector-wide issue

➤ Area of student concern

– 703 responses to 2010 survey (no inducements offered!)

➤ Disconnect between student misconceptions and university standards



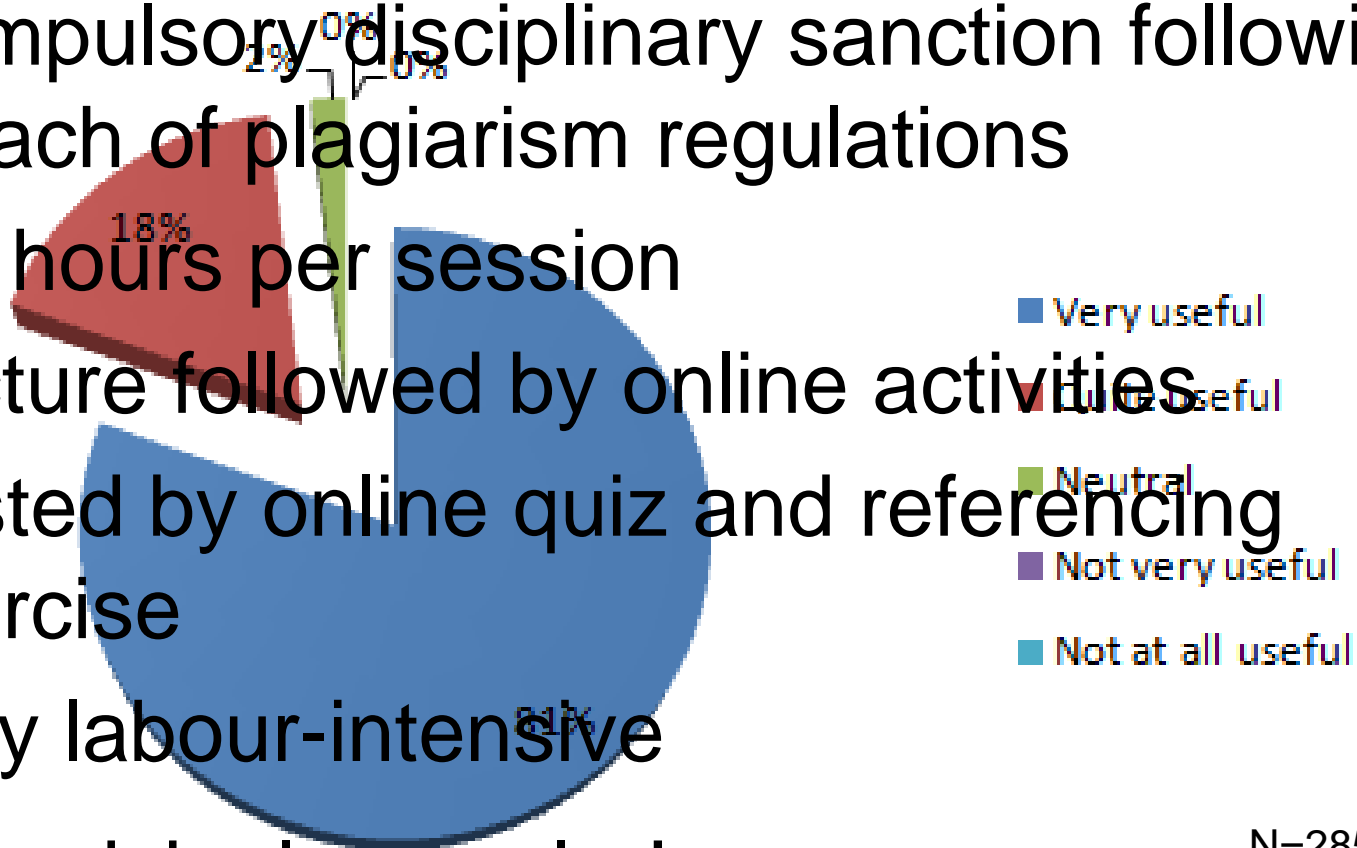
Situation in 2008

- Students punished for breaching rules they had not been explicitly told?
- Different experiences- some not penalised, others harshly?
- Punishment without educational value
- Institutional use of Turnitin increases detection



Plagiarism Awareness Programme

- Compulsory disciplinary sanction following breach of plagiarism regulations
- 4-5 hours per session
- Lecture followed by online activities
- Tested by online quiz and referencing exercise
- Very labour-intensive
- Surprisingly popular!



N=285;
2009-2014

Plagiarism Awareness Programme

Referencing a website using the Harvard Referencing System



The screenshot shows the University of Bradford library website. At the top left is the university logo. Below it is a navigation menu with buttons for 'Library Home', 'Catalogue', 'My Library', 'Libraries & Collections', 'Library Resources', and 'Services'. The main content area features a banner image of a woman in a library. Below the banner is a search box labeled 'BRADfinder Catalogue Quick Search' with a 'Submit' button. To the right of the search box are links for 'Authors | Titles | Journals | Advanced Mobile | BRADfinder or WebCat? | Renewals'. At the bottom, there are two columns of links: 'My Library' (with sub-links for My Library Record, Borrowing, Renewals, Reservations, Fines, UPay, Library P.N...) and 'Libraries and Collections' (with sub-links for Commonweal, Health Studies, Special Collections, Theses and Dissertations...).

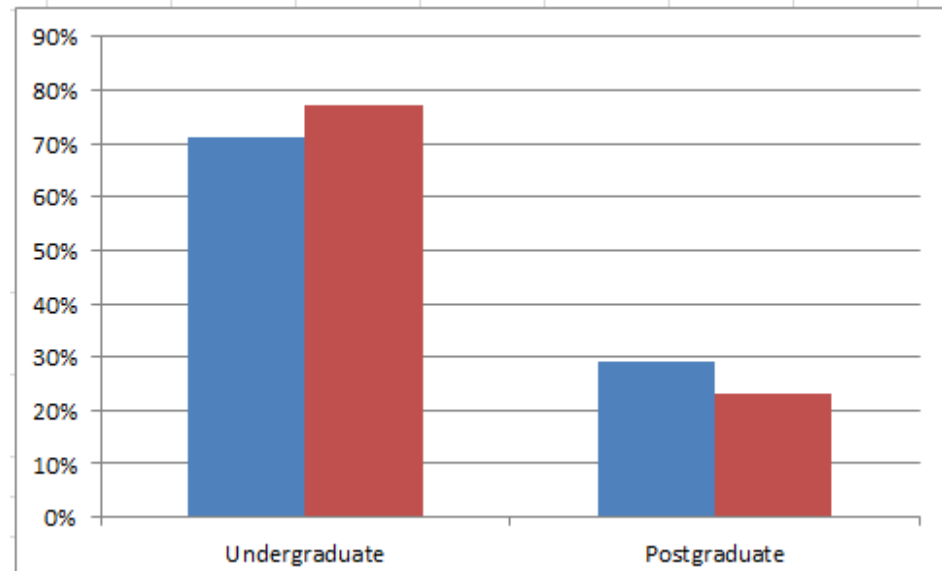
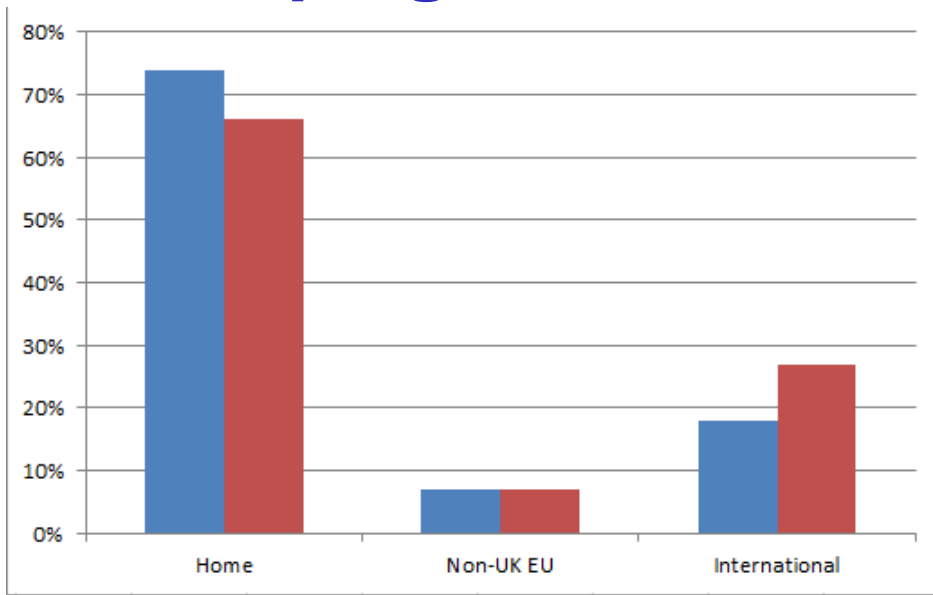
Websites can be a useful source of information, but they need to be referenced just like any other source of information.

In this lesson you will learn how to reference websites. You should reference a source as a website when it only exists in electronic form. Electronic books and journal articles should be referenced like the paper versions.

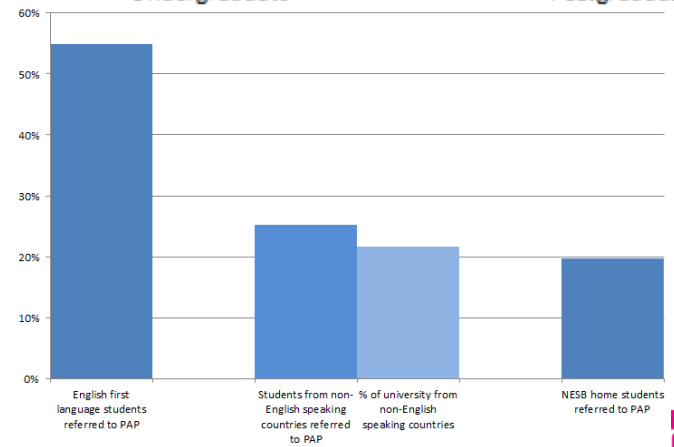


Who plagiarises?

■ University of Bradford population
■ Referrals to PAP



Home students from non-English speaking backgrounds





Comments from the Plagiarism Awareness Programme

It was a very useful workshop programme. It helped me acquire the essential skills in Referencing. This programme will be useful for future students that have problems with referencing properly

Should be introduced in first year in more detail

Include the programme into a module in the first year

I would recommend this course to any student even if they have not committed a breach.

It should be part of the induction programme for international students

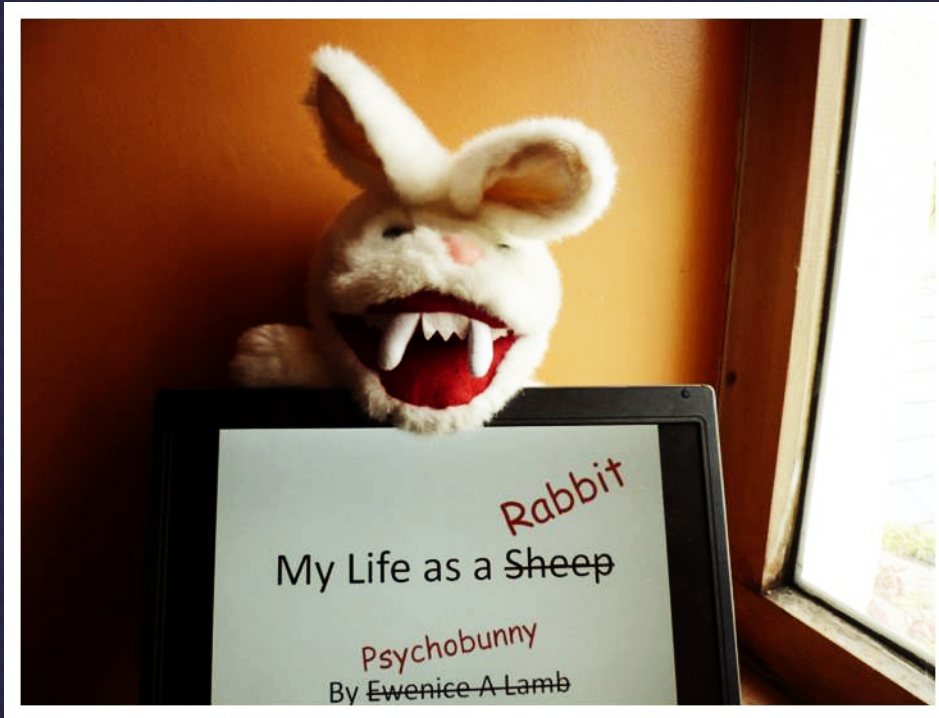
The awareness programme should be at the beginning of the course not after submission of assignments

It should be a programme which is run all the time for students

It will be better having this class at the beginning of the semester!

WHAT IS PLAGIARISM?

Cheating by passing off someone else's work as your own



Words

Facts

Pictures

Ideas

ANYTHING THAT SOMEONE
ELSE HAS CREATED

Avoid plagiarism by:

- Making it clear when you are using someone else's work by referencing
- Making good notes

- Managing your time
- Learn more about plagiarism in the **Plagiarism Avoidance for New Students** course.



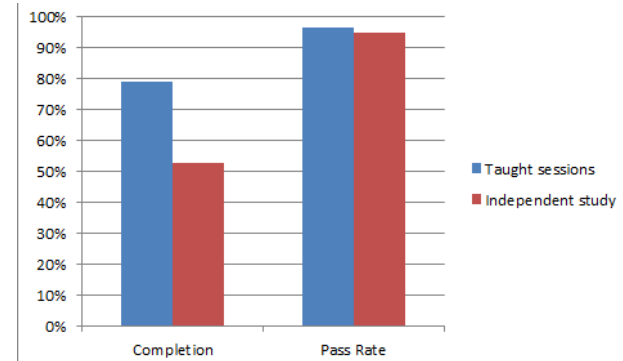
Why start the Plagiarism Avoidance for New Students course?

- Pedagogically more satisfactory: prevention rather than cure
 - Feedback from Plagiarism Awareness Programme
- Workload of plagiarism referral process
 - Appeals
- Steer from University Learning and Teaching Committee



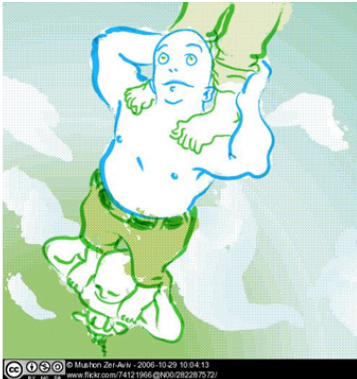
The Plagiarism Avoidance course

- Started September 2011
- Compulsory for all new students
- Formative, not punitive
 - Failure results in referral to Personal Academic Tutor
- Delivery through Virtual Learning Environment
- Either in taught sessions or independent study
 - More successful in sessions & better feedback
- Needed to be:
 - Robust
 - Self-explanatory
 - Easy!



What is not Plagiarism?

You can use other people's work for your course as long as you make it clear that you did not create it.



Direct copying: example of good practice

Original source: The complete guide to referencing and avoiding plagiarism by Colin Neville, published 2010, page 29

Your work

Plagiarism?

But what is plagiarism? There is certainly no single universally agreed definition in Britain. Every institution develops its own definitions and even within these there is a range of interpretations of what it is – and is not.

It can be argued that all imitative learning is plagiarism. We use ideas from other people all the time, weave them into our working and academic lives, gradually lose ownership of them until we eventually forget who influenced us in the first place.

“But what is plagiarism? There



Percentages in Turnitin: Example 2

The problem of plagiarism is one that greatly concerns the Higher Education and Further Education communities in the United Kingdom, prompting the formation of the Joint Information Systems Committee Plagiarism Advisory Service. This is funded by the Higher Education Funding Council for England, the Learning Skills Council, the Higher Education Funding Council for Wales and the Scottish Funding Council. The Joint Information Systems Committee Plagiarism Advisory Service developed Turnitin, a tool for Electronic Plagiarism Detection. The University of Bradford, together with many other Higher Education Institutions, uses Electronic Plagiarism Detection as one of many tools for the online detection of plagiarism.

The University of Bradford has seven academic schools (the School of Computing, Informatics and Media, the School of Engineering, Design and Technology, the School of Health Studies, the School of Life Sciences, the School of Lifelong Learning and Development, the School of Management, based at the campus on Emm Lane, and the School of Social and International

This essay used many frequently-used phrases and so had a similarity of 32%. This is not plagiarism.

[Click here to return to the index page](#)

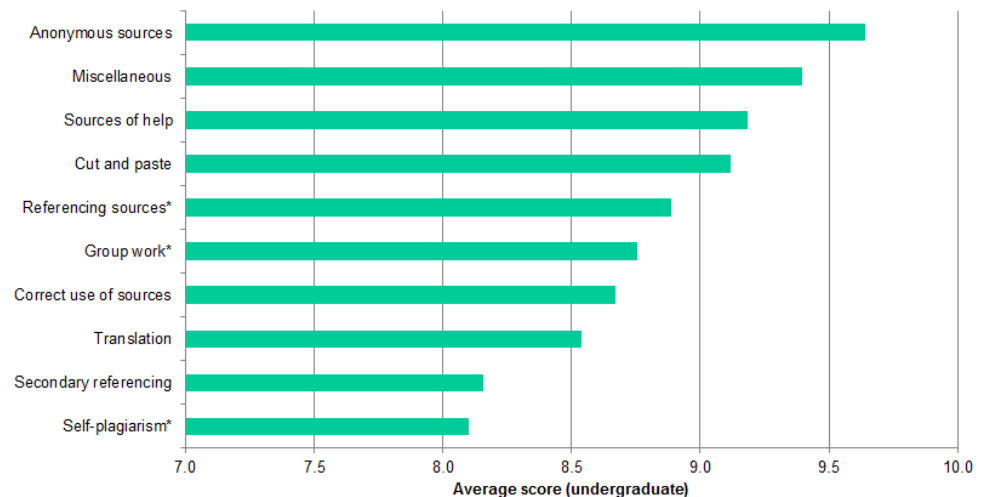


Problems

- Short time scale (no time to pilot)
- Technical hitches
 - Trying to make the VLE co-operate
 - Animation
 - Only tested on PCs
 - Bandwidth
- Modular organisation
 - Identifying and tracking relevant students.
- Generic(ish): referencing styles
- Staff engagement
- Student uptake
- Collaborative partners

Feedback

- Observing sessions
- Analysis of questions
- Student liaison
- Staff feedback



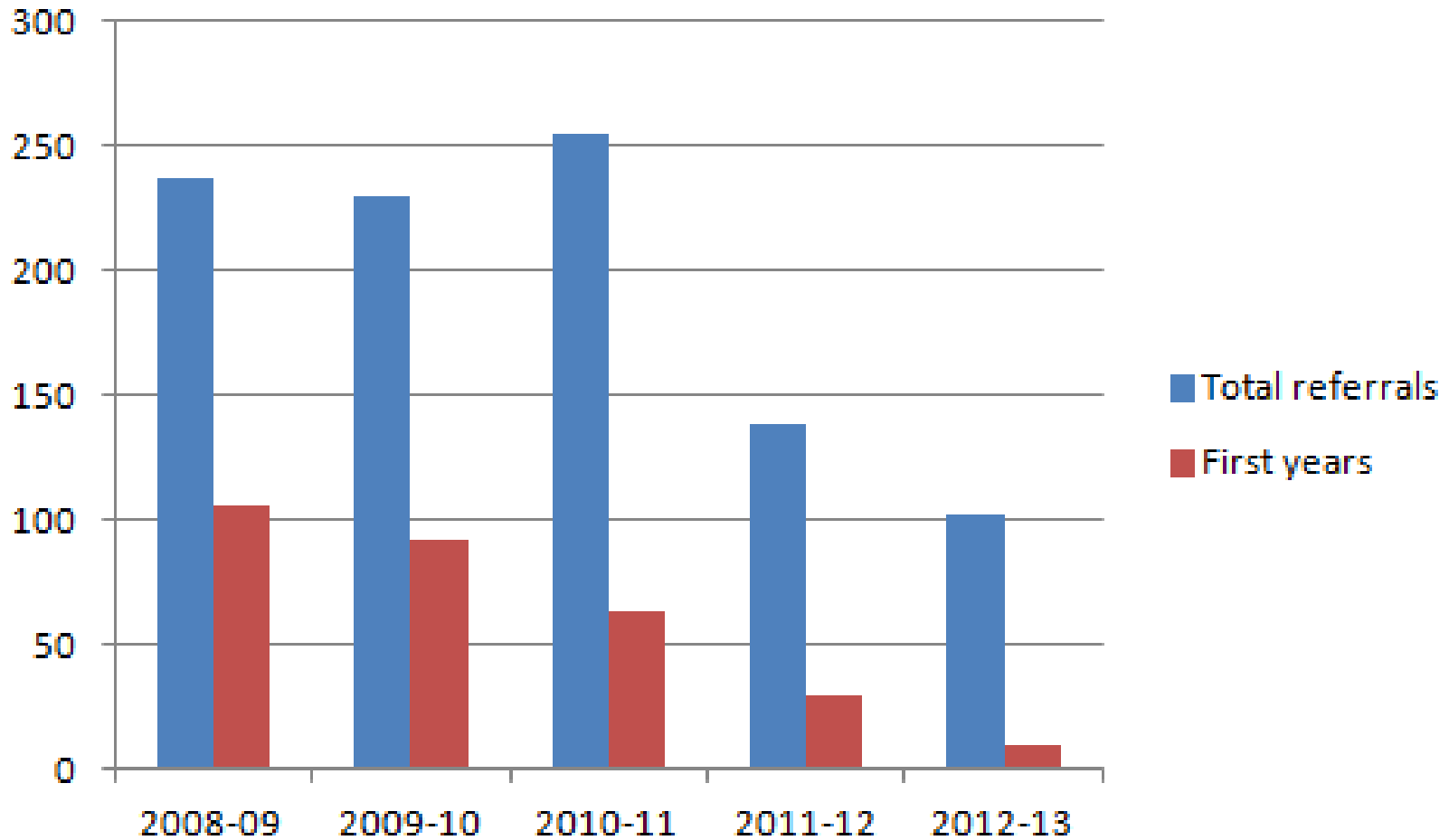


Changes

- Top complaint: Not being able to see answers
 - More questions added
 - Semi-random pool
 - Feedback and correct answers shown
- Problematic questions – why are they causing problems?
 - Re-wording
 - Removing ambiguity
 - More information in lessons
- Fewer locations in VLE
- Camtasia objects with voiceover for enhanced accessibility



Does it work?





Developments: coming soon

- Course will be freely available on website
- Lessons will be deposited in repository as Reusable Learning Objects
- Version for final year undergraduates
- Additional support for postgraduate researchers



Do it yourself!

- Limit number of versions
- Test the technology
- Engage all staff
- Rationalise referencing styles!

Feel free to use

<http://www.brad.ac.uk/library/help/plagiarism/>

Any questions?

