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?

- 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

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?

Home students from non-English speaking backgrounds
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

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.

ANYTHING THAT SOMEONE ELSE HAS CREATED

Words

Facts

Pictures

Ideas
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 |
| “But what is plagiarism? There |

**Percentages in Turnitin: Example 2**

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