

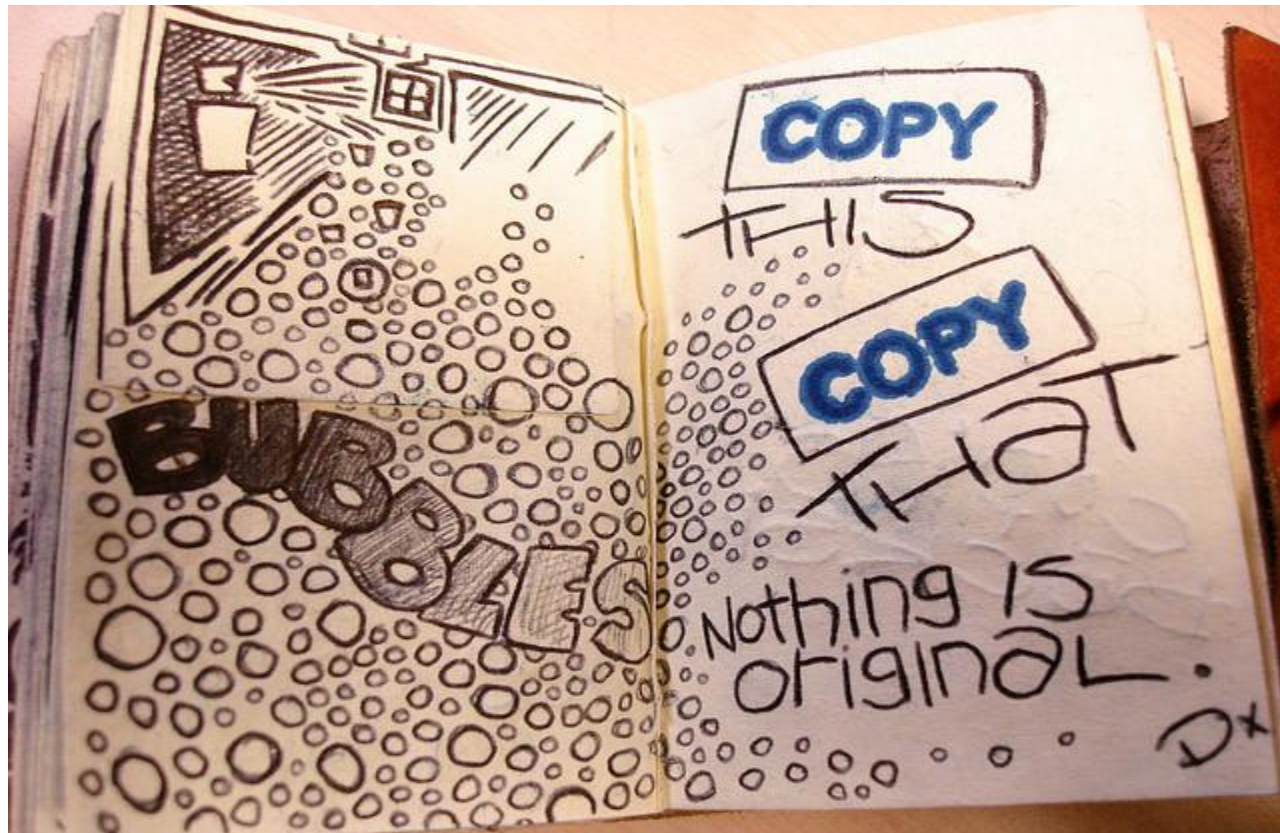


## *Addressing student plagiarism*

**Gill Rowell, Academic Advisor,  
PlagiarismAdvice.org/Turnitin**  
COPE European Seminar, 22 March, 2013.

*I am an employee of iParadigms LLC, who provide the Turnitin and iThenticate originality checking tools to institutions, organisations and individuals worldwide.*

*The views expressed in this presentation do not necessarily represent those of the company.*



(Leeky-Boy, 2006)

- Definitions and background
- Approaches and good practice in institutions
- Undergraduate teaching as a stepping stone to research integrity

Plagiarism occurs when someone...

- Uses words, ideas, or work products
- Attributable to another identifiable person or source
- Without attributing the work to the source from which it was obtained
- In a situation in which there is a legitimate expectation of original authorship
- In order to obtain some benefit, credit, or gain which need not be monetary

(Fishman, 2011)

# Why do students plagiarise?

- Poor time planning.
- They think their teachers don't care.
- Think they can get away with it.
- Determined to beat the system.
- Lack of knowledge of academic conventions.
- Lack of confidence in academic abilities.
- Cultural issues.

- September 2002: JISC formed the Plagiarism Advisory Service and made Turnitin available at no cost to HE and FE institutions.
  - Raise awareness of plagiarism within institutions.
  - Unite pockets of existing good practice.
  - Offer pedagogic and institutional support for implementation of technology.
  - Develop a national strategy for plagiarism detection.

- Arguably more instances of plagiarism identified as more robust measures exist for checking
- Has made approach more cohesive and transparent
- Raised awareness of issues and has stimulated discussion
- Reduction of incidents of actual plagiarism
- UK approach replicated in other countries
  - Discussions on plagiarism now global



- Provide **clarity and transparency** in case processing
- Present a **consistent and structured approach** to students
  - *“The lack of consistency means that we are vulnerable when pursuing a case of plagiarism and of course it is not fair to the students if they have differing experiences.”* (O’Neill, 2009)
- Offer guidance to staff (both teaching and support)
- Avoid ad hoc and unsupported use of Turnitin

# The academic integrity cycle



*“Students receive about 3000 documents/pieces of information at the start of a three-year degree programme...Little of it is read yet many institutions tell students ‘It’s in the Handbook’ when sanctions are applied for plagiarism.” (Carroll & Appleton, 2001)*

# Learning the rules of the (academic) game



(Snell, 2009)

# How do we communicate our message?



(no\_typographic\_man, 2009)



(Thomas W, 2006)

Talking heads

Animated guides

Quizzes

Examples of plagiarism

Turnitin self test facility

Forums to stimulate discussion

Practical exercises

Video resources

*“ We think these [information] skills need to be incubated during the formative years of childhood: by university or college it is too late to reverse engineer deeply ingrained habits.”*  
(Information behaviour of the researcher of the future, 2008)



(Rozkosz, 2011)



*“Information literacy is knowing **when** and **why** you need information, **where** to find it, and **how** to **evaluate, use** and **communicate** it in an **ethical manner.**”* (CILIP, 2003)

- Everything on the web is free to use.
  - FALSE
- You don't need to reference things you find on the web.
  - FALSE
- Students skim read rather than evaluating web pages.
  - TRUE
- Because students are technology literate they are efficient at finding good quality sources.
  - FALSE
- Students are good at formulating search strategies.
  - FALSE
- Students prefer search engines to library resources.
  - TRUE

*(Information behaviour of the researcher of the future, 2008)*

# Reinforce the positives!



(Cipido, 2009)

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Resources Research Papers Academic Network Blog



### Resources

10 key resources for any institution looking to develop or review an academic integrity or plagiarism policy.



### Research

Browse over 200 paper keywords, videos, game, international plagiarists

### Celebrating 10 years



PlagiarismAdvice.org have been providing resources, training advice and guidance to the education sector since 2002 and we are delighted to welcome you to our new website. The new website comes at the end of a highly successful year during which we celebrated 10 years of pioneering research on plagiarism and academic integrity at the International Plagiarism Conference. The website draws together expertise from around the world and includes the top 10 resources for institutions to address plagiarism and over 200 research papers.

### Tweets

Have you signed up for the Middle East Academic Integrity seminar? #MESAIS Its not too late to attend this free event <http://t.co/926G5d>

Have you wondered what the top plagiarism cases of 2012 were? Take a look at this <http://t.co/047y7iV> #plagiarism #plagiarismprevention

## Research Papers

Home | Research Papers

### Introduction

Since its debut in 2004, the biennial International Plagiarism Conference, hosted by pioneering research in preventing student plagiarism and promoting academic integ

The themes at the conference have focused on cross-cultural and social views on p work, institutional approaches to academic integrity and developments in detection expertise presented at the conference.

### Conference Proceedings



### Cultural Perspectives



### Institutional Approaches



### Social Perspectives



## Academic Network

Home | Academic Network

### Academic Network

PlagiarismAdvice.org has been working with universities and colleges in the UK and bey promote academic integrity. During this time individual members of the global academic c and promoting academic integrity to fellow colleagues through conference attendance, v vibrant and varied network of academic experts has proved to be invaluable in sharing g

#### Dr John Barrie, iParadigms, USA



Dr John Barrie is co-founder of Paradigms, and completed his at Biopsychic Neuroscience. Dr Barrie's vision is to use technology i can then be employed in the modern classroom to increase feed feedback to students regarding their course work) in order to cre course material that they are in school to learn – to use technol colleagues have made Turnitin into the most highly used lea

Research & teaching interests: Using technology to enhance the pedagogic experience.

#### Patris van Boxel, VU University, Amsterdam, The N



I am coordinator and system administrator of the campus wide us of the tool amongst teaching staff. I am responsible for the organ and the development of evidence-based research with regards to Dutch SURF-subsidised Scabfolding Assessment for Learning (S and (immediate) feedback on written student work. The aim is t Turnitin is a central tool in this project.

#### Dr Tracey Bretag, University of South Australia, Au



Tracey Bretag, BA (Hons), MA, EdD (by research), is the Director extensive research experience on academic integrity. She has t (APPE) <http://www.ecu.edu.au>, since it was founded in 2003. She r International Center for Academic Integrity (ICAI). She has wrt originally with Helen Mansden) of the International Journal for E awarded the ICAI Exemplar of Integrity Award, in recognition of Project Leader of the Australian Learning and Teaching Couo universities. On 1 December 2012 she begins a new Office for Learning and Teaching & support frameworks across the higher education sector. Bretag provided the Keynote a

Research & teaching interests: I have an eclectic, disciplinary background in Education, range of communication, TESOL, ethics, writing and professional development courses publication of Communication skills for international students in Business (2006, 2009 received the Excellence in Teaching Award at the University of South Australia. My can curricular program designed to enhance students' global competencies.

## Resources

Search Our Resources



Home | Resources

### Top 10 Resources

To celebrate our 10 year anniversary here are 10 key resources for any institution looking to develop or review an academic integrity or plagiarism policy.

#### Penalties for plagiarism



##### Academic Misconduct Benchmarking Research (2007-2010)

The Academic Misconduct Benchmarking Research (AMBR) project aimed to identify the range and nature of penalties applicable to cases of student plagiarism in UK higher education institutions (HE) and arose following concerns that penalties were being applied inconsistently from one institution to another. Ultimately the project aimed to consider the feasibility of a generic penalty tariff which can be applied across the sector.

The project involved a three-fold study of the regulatory and practical aspects of dealing with student plagiarism. Firstly, following a consultation exercise with a group of institutions a penalty tariff was developed for use as a benchmark for establishing and reviewing institutional policies and procedures.

Phase one (2007): Desktop survey of 150+ higher education institution's academic misconduct regulations. Cite this resource: Tennant, P., Rowell, G. & Duggan, F. (2007) Academic misconduct benchmarking research project: part 1(Online). Available at: [www.plagiarismadvice.org/images/plagiarismresources/Tennant\\_ambmr.pdf](http://www.plagiarismadvice.org/images/plagiarismresources/Tennant_ambmr.pdf) (Accessed: 29 November 2012).

Phase two (2008): Investigation of penalties applied in practice for cases of student plagiarism. Cite this resource: Tennant, P. & Duggan, F. (2008) Academic misconduct benchmarking research project: part 2(Online). Available at: [http://www.hesa.ac.uk/assets/documents/AMBR\\_Part2\\_Full\\_Report.pdf](http://www.hesa.ac.uk/assets/documents/AMBR_Part2_Full_Report.pdf) (Accessed 3 December 2012).

Phase three (2010): Development of a generic penalty tariff. Cite these resources: Tennant, P. & Rowell, G. (2010) Plagiarism reference tariff (Online). Available at: [www.plagiarismadvice.org/images/plagiarismresources/Tennant\\_referencetariff.pdf](http://www.plagiarismadvice.org/images/plagiarismresources/Tennant_referencetariff.pdf) (Accessed: 29 November 2012). Tennant, P. & Rowell, G. Benchmark plagiarism tariff(Online). Available at: [www.plagiarismadvice.org/images/plagiarismresources/Tennant\\_benchmarkreport.pdf](http://www.plagiarismadvice.org/images/plagiarismresources/Tennant_benchmarkreport.pdf) (Accessed: 29 November 2012).

#### Academic integrity



##### The Fundamental values of academic integrity, International Center for Academic Integrity (1999)

Hundreds of university faculty, administrators, staff and students contributed to the development of the International Center for Academic Integrity's original Fundamental Values project, in which the five fundamental values of integrity are identified as **honesty, trust, fairness, respect, and responsibility**. The document defines academic integrity as a commitment, even in the face of adversity, to the fundamental values and asserts that by following the principles of behaviour that the values recommend, communities can promote and nurture integrity amongst their members. This document is currently being updated to reflect another element that has proven to be necessary in upholding and maintaining integrity: courage.

Cite this resource: International Center for Academic Integrity (1999), The Fundamental values of academic integrity(Online). Available at: <http://www.academicintegrity.org/html/assets/FVProject.pdf> (Accessed: 27 November 2012).

#### Alliance of conferences



##### International Association of Academic Integrity Conferences (2012)

The International Association of Academic Integrity Conferences (IAAIC) was launched at the 5th International Plagiarism Conference in 2010 and is an alliance of key academic integrity and plagiarism conferences worldwide, formed to facilitate international conversations on educational issues relating from cheating and plagiarism to pedagogy and best practices. The IAAIC currently has members from academic integrity bodies in the UK, US and Australia and supports research initiatives from practitioners and institutions throughout the global academic community.

Cite this resource: International Association of Academic Integrity Conferences (2012) Available at: [www.iaaic.org](http://www.iaaic.org) (Accessed: 20 November 2012).

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- ***Avoiding plagiarism: online tutorial***

Available at: <http://www2.le.ac.uk/offices/ssds/sd/ld/resources/study/plagiarism-tutorial>  
(Accessed: 20 March 2013).

- ***Et Plagieringseventyr (A Plagiarism carol)***

Available at: <http://youtu.be/Mwbw9KF-ACY> (Accessed: 20 March 2013).

- ***University of Northampton Plagiarism Avoidance Course (UNPAC)***

Available at:

[http://nli.northampton.ac.uk/mmb/smc/cg/blackboard/UNPACmay08/unpac\\_captivate.htm](http://nli.northampton.ac.uk/mmb/smc/cg/blackboard/UNPACmay08/unpac_captivate.htm)  
(Accessed: 20 March 2013)

Thank you!



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