Dealing with student plagiarism in Swedish universities, 2008/9

Session 1:   -Introducing the series,
                       the issues
                       the participants
              -What we know…..
              -Why a 'holistic approach'?

1

Acknowledgements and thanks

HSV for sponsorship, publicity and support

KTH and Learning Lab for organisation and hosting

Contributors for sharing ideas and experiences

You, the Participants ……..

2

Aims and goals of the series

- Get rid of plagiarism

- Discuss and share good practice
- Identify what needs attention and action in your own institution
- Planning for action

Reminder: 3/4 more sessions

29 January Students' knowledge

26 February Designing assessments; designing programmes

17 March Identifying cases [detection]
18 March Policies and procedures

Why four sessions in 08/09?

- 'Complex problem…… complex solution'

- From knowledge to action: practical and planning-focussed

- Building links and networks – Why?
    …..all have similar problems
    …. different approaches, same goals
    …. all need to deal with external
            pressures
    … all need to maintain a pedagogic,
            learning –centred approach

5

Plan for this session

- Introductions
- Interactive session to identify actions since June, 2007:
    What have you / your university done?
    What are the issues?
- What we know: a case study from Uppsala
- Why not catch-and-punish?
- Auditing your own institution's practice: what needs attention?

Close at 16:00

6

3

Defining plagiarism
Defining 'plagiarismfusk'

University ordinances only consider
   '*vilseledande*' [deception]

Plagiarism is an issue which is delegated to
   courses and programmes.

Plagiarism results from students who
   do not understand what is expected
   do not do what is expected
   cheat or deliberately try and deceive.

What is plagiarism?

- Submitting someone else's work as your own

- Creating a false impression in the mind of the person giving a grade about whose work is being judged

What is plagiarismfusk [deception]?

- Trying to deceive the person giving the grade about who actually did the submitted work
   [-assumes knowledge of correct ways
   -assumes planning actions with that aim
   -assumes evidence of intention to deceive]

Activity: [20 minutes]

Groups of no more than **5 people**. Try and mix:
    -different roles
    -different universities
    -different levels of experience with plagiarism
Introduce yourselves. Be brief.

Make a list of **what has happened** already at your place about student plagiarism.

Make a list of the **issues** still needing to be addressed

Are there simple solutions?

- Software
- No home exams…..
- Higher penalties
- Tell the students, *'Don't do it!'* [often at the beginning of the programme…..]
- Deny / ignore the issue ….
- Blame some groups

....a 'holistic approach'.

Research [*what is happening here? What do the students think? The teachers?*]

Resources : people, electronic detection, Library actions for Academic Literacy, information for students and teachers
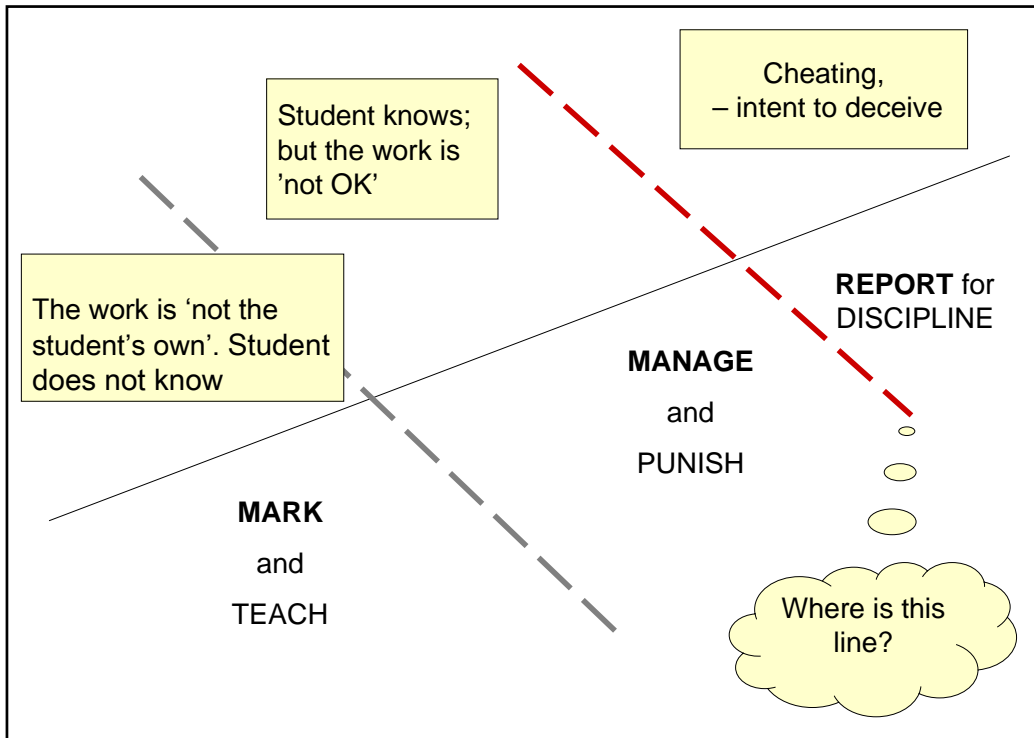
Procedures: fast, fair and trusted.....

Pedagogic changes: plagiarism as a learning issue **and** a 'fusk' issue

.... for all students, not just some groups

11

Five actions some have done

1. Work hard on students' understanding of plagiarism

2. Design programmes where students learn how to '*do your own work'.* Practice and feedback

3. Review assignments to discourage copying / faking.

4. Better detection; better trained teachers to spot it

5. Find ways to deal with cases of misconduct but no deception quickly and fairly

Student knows; but the work is 'not OK'

Cheating, – intent to deceive

The work is 'not the student's own'. Student does not know

REPORT for DISCIPLINE

MANAGE

and

PUNISH

MARK

and

TEACH

Where is this line?

Has anyone done it all?

Many are 'on the way'. It's a long-term project

Many universities are very strong in parts.

Many have started...... in Sweden and around the world.

Some examples?

How holistic is your university?

A self-audit activity

Five sections.....

      -1.   Students' understanding

      -2.   Programme design

      -3.   Task design

      -4.   Better detection

      -5.   Managing cases

Be ready to discuss the findings

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15