

Dealing with student plagiarism in Swedish universities, 2008/9



Session 2 Themes

- 'Students must know what we expect'
- 'Students must know how to do what we expect'

1

Aims and goals of the series



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

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Reminder: 3 more sessions



26 February Designing assessments;
designing programmes

17 March Identifying cases [detection]

18 March Policies and procedures

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Important aim: networking



Let's start now!

Turn to anyone you have not yet
spoken to.

Introduce yourself briefly.

Say one action you have taken since
the last seminar about plagiarism.

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Plan for this session



- Not going back to the last session – check the website!
- **Giving students knowledge:** suggestions, examples, evaluation and discussion
- **Case study** from one University: ‘How we manage plagiarism’
- Developing students **understanding and skills:** what works, what does not work, what do you do?

Close at 16:00

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Defining plagiarism Defining ‘plagiarismfusk’



University ordinances only consider
‘vilseledande’ [deception]

Ordinance, Chapter 10, Section 1

Disciplinary measures may be taken against students who

1. by prohibited aids or other means **attempt to deceive** during examinations or when academic work is otherwise assessed,

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

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The link between the Ordinance and today's topic:



Plagiarism results from students who

- do not understand what is expected
- do not do what is expected
- cheat or **deliberately try and deceive.**

You cannot manage cases unless you can show that the students know.....

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What is plagiarism?

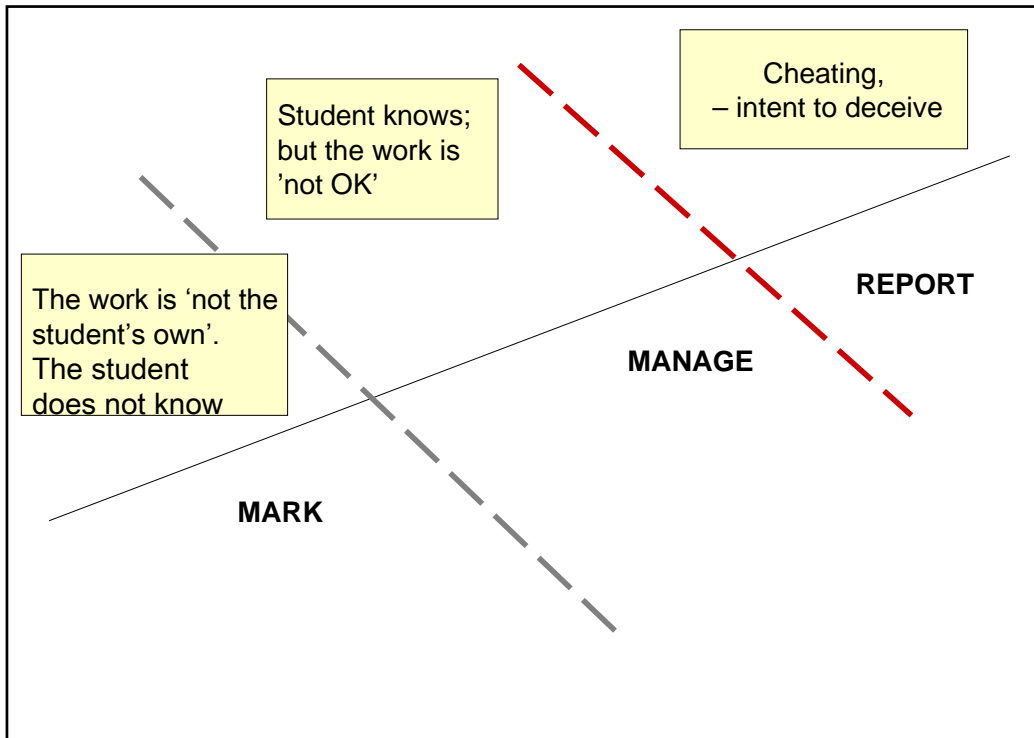


- Submitting someone else's work as your own
- Creating a false impression in the mind of the person giving a grade about whose work is being judged

What is deception involving plagiarism?

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

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Giving students knowledge about plagiarism

Students do not arrive at University with this knowledge!
[even postgraduates]



Some arrive with knowledge that must be put away

Many students cannot build their own knowledge by reading, noticing, discussing by informal methods.

Students need many different reminders to build their knowledge [*'Once is not enough'*]

[These statements are especially true for some groups of students]

Quick discussion: 5 minutes

What does your university do to make sure your students know about plagiarism?



Which groups of students find knowing about plagiarism especially difficult?

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Each university needs to.....

- ... find a way that fits their own values and goals
- Find a way that will work for them
- Watch how other universities do this



Here's one case study.....

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Building knowledge takes systematic planning



- Range of activities and opportunities
- Over time
- Inside and outside of class

Aim: To show that these are university-wide values and beliefs.
'Everyone here thinks this is important'

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Talking through the handout

I will show examples of how universities teach students **what plagiarism is** and will make recommendations.



We will discuss the suggestions in small groups

We will create posters of good practice examples from around Sweden

You can look at the posters and try out the on-line tutorial over Fika.

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Activity:

Make a group of four or five with people from different universities.



1. **Discuss the examples of how you can teach students what plagiarism is – what do you think?**
2. **What do YOU do?**

Make postit notes of what you do and stick them on the posters

I will create a list for all and put it on the Website.

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Part 2: Moving from **what** to **how**



If students know what plagiarism is, it does not mean they know how to avoid it.

Knowing how to avoid plagiarism takes many skills – not just referencing

Skills always need teaching, practice, feedback

teaching , practice, feedback

teaching practice feedback

practice feedback

practice, feedback

practiće,

Six-step strategy for course design: teaching **how**

programme



1. Early diagnosis
2. Teaching the skills
3. Tracking and managing the process
4. Authenticating the results
5. [Formative feedback using electronic tools like Urkund]

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Key issues for teaching **how**



- **Targeting students** who find this especially hard: which ones?
- **Providing practice and feedback over time** : how can this be done?
- This must happen **in the subject area** but teachers do not want to give up time: who can do this? When?

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Planning ahead

Working individually or with a partner if it makes sense.....

Address the questions on the planning document

