

Dealing with student plagiarism in Swedish universities, 2008/9

Session 4

'We need a detection policy and detection procedures that are fast, efficient and fair'

Aims and goals of the plagiarism seminar series



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

Our hopes / goals for this series



Action back at your universities

Networking at the sessions

Culture change in Sweden

We acknowledge the support and funding from HSV!

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Plan for this session



The politics and practicalities of detection

How detection must not 'stand alone'

Thinking about teachers' resistance..... Can we do anything?

Linking today's issues on detection to tomorrow's issues on policy. The 'can of worms'

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The decisions about detection



- **When?** Before, during and after work is submitted?
- **How?** Electronic, human-based?
- **Where?** Tracking strategies inside and outside the university?
- **Which ones?** All work or just a portion, all students or just some students, all the time or just sometimes?
- **Who?** All teachers or specialists? Individual enthusiasts?

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Important! Detection decisions must sit within an overall strategy



‘The holistic approach’

Dangers of damage if detection alone is used

the student-teacher relations
to quality assurance systems
to students’ learning and their approach to learning

‘Detection on its own will not solve the problem of plagiarism’

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The holistic approach [revisited]

A mix of people new this time + people who have attended 2 or 3 previous seminars:

What is 'the holistic approach'?

How do previous seminar topics link with detection?

What can you tell the 'newcomers' about previous sessions to put detection in context?



Have a look at the FAQs about detection for today's session

Complex problem, complex solution

- Inform the students
- Teach the students how
- Give the students practice
- Design tasks that are hard to copy
- Track the assessment process
- Identify cases when they do happen
- Deal with cases fairly and quickly

Decision 1: Before, during or after?



'Before' Screening all students' work?
 The experience from Australia

Screening some students' work
The thesis?
The previous offenders?
The Masters Students?

'Are there any pieces of work which need special attention?'

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Detecting during marking



The problem of 'blind eyes'

The problem of untrained eyes

No '.... I am looking for plagiarism'

Yes '.... Is this the student's own work?'

A case for having specialists and special advisors?

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Checking after noticing something



Detection as a **process**

How much is needed to make a decision?

Two decisions:

1. *Is it plagiarism?*
2. *Is it (possibly) deception?*

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How? Electronic or not.....



Who is already using a text-matching tool?

Into groups of six. Make sure you have at least 2 'users'

Go over the **arguments for and against** investing in text matching software.

Write three important points.

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Detection: which work?



Should every document be checked?

If only some are checked, what are the criteria? What about the fairness argument?

What difference does it make that teachers are not changing assignments every year – they are reusing old assignments?

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A policy on detection use



What work is 'tested'?

Who does it?

How students are informed; how their rights are protected

Time frames: how long teachers have to do it, deadlines for action on the results

How results are recorded, collected, evaluated and monitored

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Detection policy: group or individual?



Group

Many voices, many views

'Coverage' of the issues

'Ownership' of the issues

Takes a long time!

Will the results work?

Individual

Fast

Realistic; knows the context

Can choose the unpopular

Will anyone pay attention?

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What does your own university need to do now?



Look at the FAQs about detection for today

Look at the audit document

Where are the gaps? What needs attention?

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Introducing the Can of Worms

Policies need to be

Fair



Consistent

Defensible

Transparent