

Dealing with student plagiarism in Swedish universities, 2008/9

Session 5

'We need policies and procedures for dealing with serious cases of plagiarism and cases of deception'

Why have a plagiarism policy?



- Starts the process
- Pulls people together.
- Encourages looking for gaps, 'owning' others' good practices
- Moves towards checking that people are following the rules

What happens when there is no plagiarism policy?

Ah, no PLAGIARISM policy.....



There are rules already in Sweden
There is policy already in Sweden
There are procedures already in Sweden

about cheating,
about examination procedures,
about deception.....

Many universities (??some universities) (??? most universities)

have no policies about plagiarism.

3

plagiarism and 'plagiatfus'



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 delegated to courses and
programmes. **Deception** is reported.

4

The underpinning values for a plagiarism policy:



Fairness

Consistency

Defensible

Transparent

5

What needs to go into a plagiarism policy?



The policy needs to be the full expression of the holistic approach.

Have a look at the handout.

6

The link between the Ordinance and plagiarism:

Plagiarism results from students who



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

All cases are important because plagiarism by-passes learning. Some cases are cheating.

7

Managing plagiarism cases: key ideas



1. Teachers must identify plagiarism
2. Teachers must decide if the plagiarism is suspected for deception or is not suspected for deception.
3. Schools or some local management structure will need to ensure teachers act correctly and consistently.
4. **All deception must be reported.**
5. All cases of plagiarism without deception must be managed within the programme.

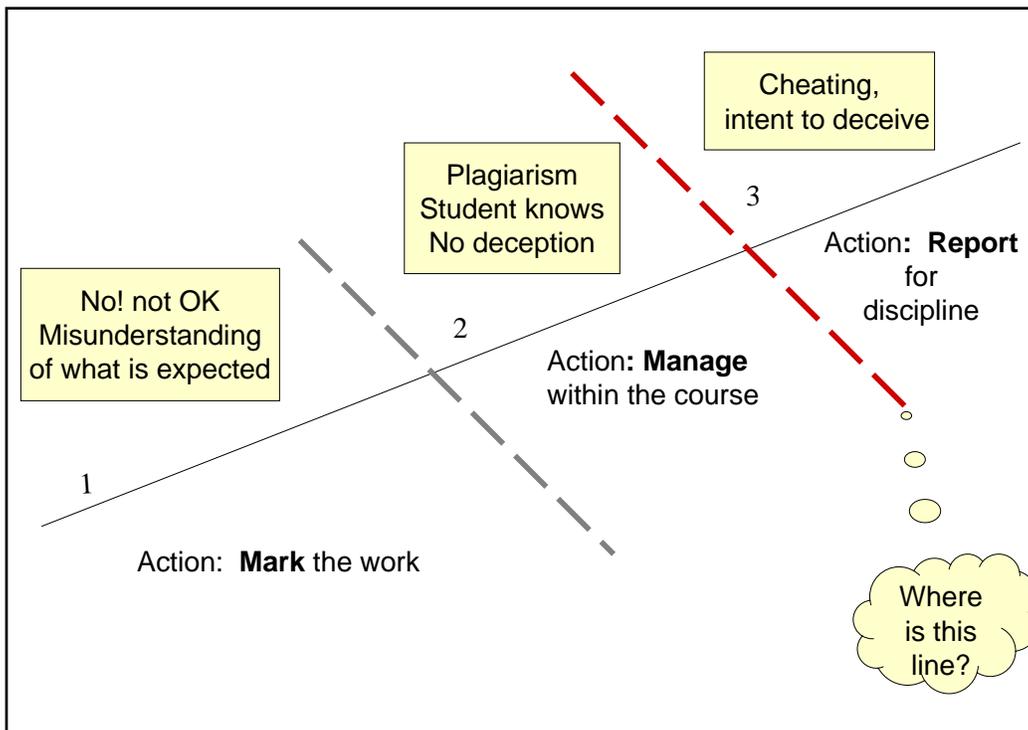
8

Issues raised by the key ideas



- **Identifying:** Do teachers have the skills?
Where they lack skills, who trains them?
- **Differentiating:** Do people use the same criteria?
What processes encourage this?
- **Reporting:** Do the correct cases get reported?
Are reporting procedures followed?

9



Is it LEVEL 2 or Level 1?



It's level 1

The student does not know about plagiarism.

The work is not original and the source is not credited

The unoriginal portion does not compromise the work

It is early in the student's university study

It's level 2

The student knows about plagiarism

The work is not original and the source is not credited correctly

The unoriginal portion is large enough to compromise the work

There is no evidence of deliberate deception

11

Is it Level 2 or Level 3?



Level 2

There is no evidence of deception.

There is evidence that the student has been informed and knows

The unoriginal work is enough to threaten the integrity of the work.

The instructions are clear.

Level 3

There is evidence of deception

There is evidence that the student has been informed and knows

The unoriginal work is enough to threaten the integrity of the work.

The instructions are clear.

The work is a final draft

12

Try out these criteria in these examples



The student has handed in a 3-page assignment. The student has included 3 paragraphs which reproduce material from notes which the teacher gave out after a lecture. There are no citations for the copied paragraphs. This assignment is submitted in Year 4 of the Masters course, after three months of study. Before the student started at this Swedish university, he was an undergraduate student in Jordan.

Level 1? Level 2? or level 3?

13

Mark, manage as Level 2 or report as level 3?



The student submitted a final Masters project on the topic of marketing a luxury brand of car. A Google search found that the conclusion section in the student's paper was largely derived from the website for another brand of car.

The student had altered the text to make it look as if the copied sections were about the brand of car in his project.

He also changed dates in the text and changed references to make them seem more recent. Five references were untraceable.

14

Mark, manage or report?



The submission includes 4 paragraphs [in total, 75% of **one page**] which were copied from one of the recommended readings for the course.

There is no indication in the student's submission that the paragraphs are from the reading or that they are copied.

The copied paragraphs are in the introduction section of the student's paper.

The source of the copied text is listed in references at the end of document.

The submitting student is in the third year of an undergraduate programme.

15

Mark, manage or report?



The student hands in a 3 page assignment that is mostly copied from books and from electronic Web sources. All the copied sections **except two** are correctly marked as quotations and the marked quotations are cited correctly. The two copied sections (*remember: these are not attributed as copies*) are about 1 page long in total.

To make the three pages, the student has written brief connecting statements in her own words to explain the all the copied and correctly cited material. Perhaps the student wrote 150 of her own words in the 3 pages. The result is a more or less coherent piece of writing.

This happens half way through the student's second year of Masters study.

16

The student submits a 12 page document in English; English is her third language.

About 30% of the document is a cut-and-paste 'collection' from the Web. [4 pages in total]. She has put some elements of a correct citation near the copied text. Most citations are placed after three or four paragraphs of material. There are no quotation marks to show which words are copied and which are not. The citation after several paragraphs is usually a website.

It is very obvious which sections are copied and which are the student's own writing because of changes in language.

None of the downloaded extracts exceeds 200 words. The student has written brief connecting statements in her own words to link the extracts into a more or less coherent piece of writing but does not explain what the copied (uncited) material means.

This work is submitted in the Masters Section of a programme. She has been a student here in Sweden for four months.

Matching consequences in Level 2 cases



A 'Tariff'

x level gets y consequence
xx level gets yy consequence
xxx level gets yyy consequence

Some criteria of deciding

Some way to record and manage decisions