

Rethinking Pedagogy: How the Implementation of Transformative Teaching and Learning can Help Reduce Student Plagiarism

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Agenda

- Introductory Activity
- Plagiarism Overview
- Plagiarism and Professional Deviant Behaviours
- Transformative Teaching and Learning Tips
- Transformative Teaching: Engagement in Future Behaviours
- Conclusion

Introductory Activity

- Close your eyes and listen to the short story that will be read to you.
- Question: How should the instructor handle this instance of plagiarism? What factors should be considered.

Introductory Activity: Factors

- What year of study is Tina?
- What was the plagiarism policy provided by the course instructor?
- Why type of plagiarism education was Tina provided with in the past?
- Is Tina an International Student?
- Is it Tina's first time plagiarizing?

Introductory Activity: Preflecting & Reflecting

- Preflecting – Allows students to consider their own knowledge of a topic and ways to approach an issue.
- Reflection – Students can reflect on their initial ways to solve a problem.

Plagiarism Overview

Instructions: *Plagiarism related statements will be presented. Use the coloured paper for your response.*

Blue
strongly agree

Green
agree

Red
neutral

Pink
disagree

Orange
strongly disagree

- I understand my school's plagiarism policy.
- It is the instructor's job to educate students on plagiarism.
- International students should receive the same consequences for plagiarism as domestic students.
- Procrastination is the primary cause for student plagiarism.
- Online plagiarism is more acceptable than offline plagiarism.
- Students should not be penalized the first time they plagiarize.
- Instructors are not knowledgeable regarding their school's plagiarism policy.

Activity

- This activity could be used in classrooms to help students experience what it is liked to have their work plagiarized.
- Please write a definition of plagiarism on the piece of paper provided. You do not need to include your name. Your definitions will be collected.

Plagiarism Overview: Plagiarism Defined

The definition of plagiarism that we will use for the purpose of the presentation:

- Plagiarism is “the unauthorized use or close imitation of the ideas and language/expression of someone else. It involves representing their work as your own” (Hannabuss, 2011, pp. 311-312).

Plagiarism Overview: Plagiarism Rates

The rates of plagiarism found in the literature vary:

- Betler & du Pre (2009) found that **32.3%** of participants submitted a paper that contained plagiarism.
- Christensen Hughes & McCabe (2006) found “**37%** of participants copied a few sentences of material from a written source without footnoting, and **35%** copied a few sentences from an Internet source without footnoting” (p. 10).
- Selwyn (2008) found a self-reported plagiarism rate of **61.9%**.

Plagiarism Overview:

Reasons for Student Plagiarism

- The literature suggest that students who plagiarize may be unaware that what they are doing is considered a violation of academic integrity (Ashworth, Bannister, & Throne, 1997; Gullifer & Tyson, 2010).
- Many studies indicate that a misunderstanding of plagiarism, which often has serious consequences, is a common reason students plagiarize (Flint, Clegg, & MacDonald, 2006; Power, 2009).

Plagiarism and Professional Deviant Behaviours

- Many studies found that there are connection between dishonest behavior in academic set and future unethical behavior (Blankenship & Whitley, 2000; Hilbert, 1985).
- Harding, Carpenter, Finelli, and Passow (2004) found that **63.6%** of respondents, who had cheated in high school attempted unethical behaviour in their work place (p. 314). These participants were engineering graduates.
- Students may view plagiarism as a behavior not related to morality or unethical behavior. However a United Kingdom research study on students' perspectives of cheating found that there is a strong basic morality issue with them (Park, 2003).
- Harding et al. (2004) cited Beck and Ajzen (1991) in their study regarding "Theory of Planned Behavior," which argued that future behavior is correlated to past behavior to the extent of the circumstances.

Transformative Teaching and Learning Tips

- **Tip 1:** *Discuss plagiarism.* It is unrealistic to assume that all students understand what plagiarism is and why plagiarism is unacceptable. Most students probably associate the word *plagiarism* with negative connotation. Instead of lecturing about the consequences of plagiarism, allow students to experience it.
Example Activity: Everyone writes a few sentences about a topic/put it all together, read it to the class. What are students experiences in this activity? Do they view plagiarism differently?
- **Tip 2:** *Allow students the opportunity to be reflective learners.*
Example Activity: Provide ongoing reflection sheets to students as they begin their writing assignment. This can be especially helpful in the draft phase. Students can include information about their sources, assign due dates for different parts of the essay, etc. The on-going reflection can also include questions that encourage students to consider the overall goal of the assignment. Sample reflection questions are at the end of this PowerPoint.

Transformative Teaching and Learning Tips

- **Tip 3:** *Create opportunities for students to be the executive decision maker regarding plagiarism.*

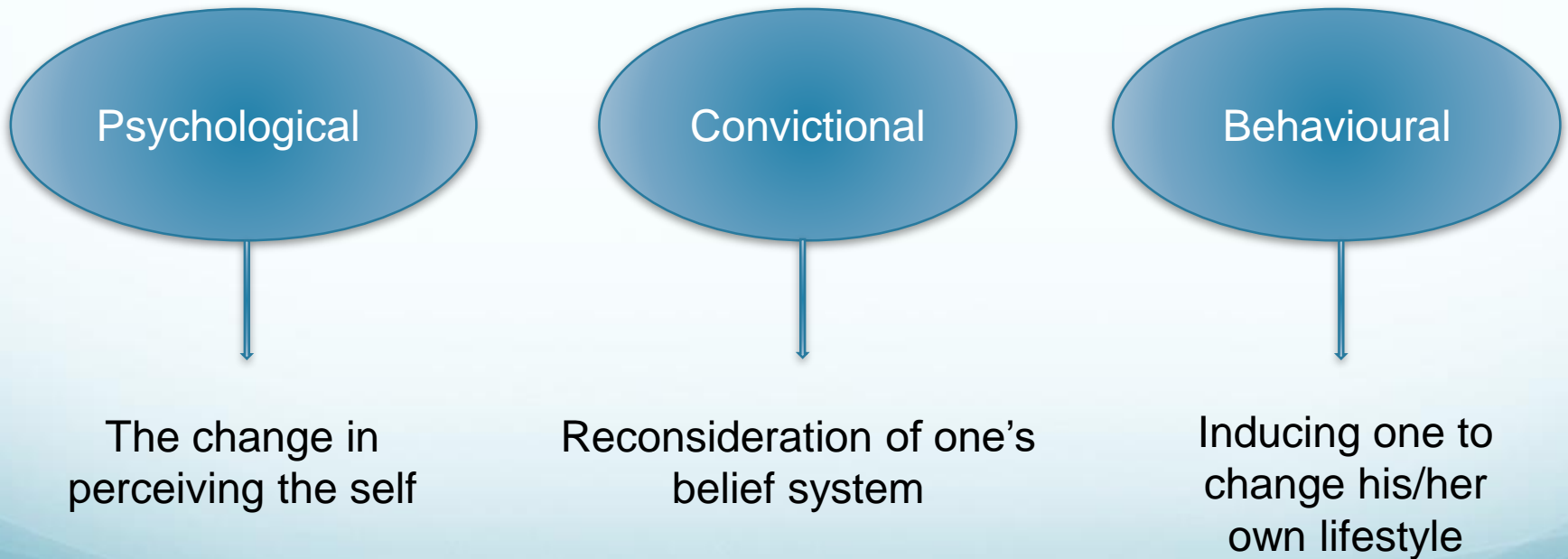
Activity: Divide the class into small groups. Present each group with a different plagiarism situation. Students decide on the course of action to take individually, and then they share their executive decision with their small group. Each group presents their plagiarism scenario to the class and the possible course of actions from the group. The rest of the class can ask questions playing devil's advocate. This will allow students to critically consider the complexities of plagiarism, particularly from the instructor's point of view.

- **Tip 4:** *Have students teach plagiarism to the class.*

Activity: Assign students to small groups, and have each group pick one plagiarism topic that they would like to share with the group (for example, in-text citations/preparing the reference list/block quotations). In small groups, students prepare and conduct a small presentation on their topic. Specific presentation criteria can be provided, such as the presentation must be interactive, a manipulative must be used, etc.

How Transformative Teaching and Learning can Help Students?

Transformative learning theory is based on addressing the three-dimensional process of “perspective transformation” (Clark, 2006, pp.48-49).



How Transformative Teaching and Learning can Help Students?

- Through communicative learning, students work towards critically reflecting on assumptions that underlie intentions, values, beliefs, and feelings (Mezirow, 1997).
- It “is a process by which we attempt to justify our beliefs, either by rationally examining assumptions, often in response to intuitively becoming aware that something is wrong with the result of our thought, or challenging its validity through discourse with others of differing viewpoints and arriving at the best informed judgment” (Mezirow, 1995, p. 46).
- By involving students in the learning process, they have the opportunity to critically examine their considerations for engagement in plagiarism or other unethical behaviours.

Student and Instructor Plagiarism Resources

STUDENT RESOURCE:

<http://plagiarismeducationtalkstudents.weebly.com>

INSTRUCTOR RESOURCE:

<http://plagiarismeducationtalkinstructors.weebly.com>

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Sample Reflection Questions

Note: Different questions can be assigned at different parts of the writing process.

- How many sources do I need for this assignment?
- How will I find my sources?
- What is plagiarism?
- What will I do if I am unable to find the required number of sources for this assignment?
- When will I begin the draft of my essay?
- What will I use to help guide me in creating my reference list and my in-text citations?
- How will I ensure that I avoid plagiarism in my assignment?
- When my final draft is complete, what steps will I take to ensure I have properly cited my sources?