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Plagiarism: Let's start as we don't mean to go on



By

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The Business School

University of Huddersfield

Outline



- The module
- Who are our plagiarists?
- What we tried before regarding plagiarism education
- What we do in the first four weeks and why we do it
- What we do for the rest of the year

In 2006 we were asked to create a new module that would make an impact in the following areas



- Personal Development Planning
- Academic Skills and Vocational Skills
- Professional Body requirements
- Reflective writing
- Using formative exercises
- Enhancing the personal tutor system
- Shift student focus from numeracy
- Encourage placements

Placement Literature



- Ward (2006) - placements impact on the students' achievements
- SurrIDGE (2009) developed and quantified these ideas in his research
- Koh and Koh (1999) - National Service impact on male degree performance
- Gracia and Jenkins (2003) - final year performance and placement

How did we develop the AIO program?



- We needed an original vehicle within the module so we created a theoretical placement company - G.R.Adco Ltd
- The students apply for a position by submitting a CV and covering letter, all will be accepted by the company
- Whilst 'employed' by G.R.Adco Ltd they would participate in a series of interesting 'graduate' tasks during the year
- The early introduction to writing and plagiarism is extended by using reflection, formative exercises, PDP Portfolios all linked to the consideration of their employability using the Student Employability Profiles (Rees, Forbes and Kubler, 2007)

What sort of content have we included?



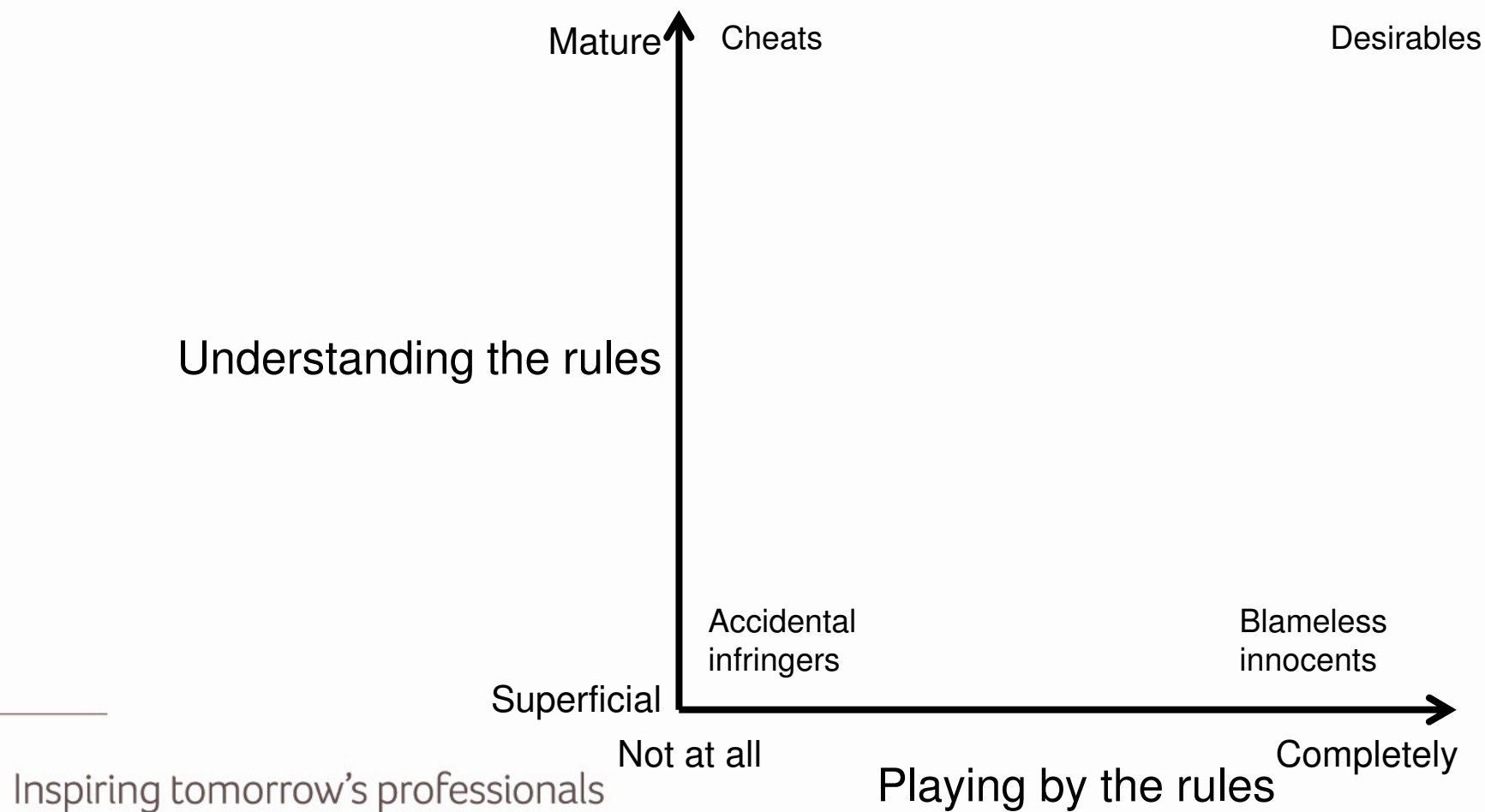
- Employability competences self review
- Essay writing
- Learning and Leadership styles
- Individual Learning Profile
- CV and Covering letter exercises
- ACCA Professional Body Business Game
- STANCE Business Meeting and Report Writing
- Strauss Pricing Exercise
- Flintoff Accounting Analysis
- University presentation

Why did we develop the AIO program in this way?

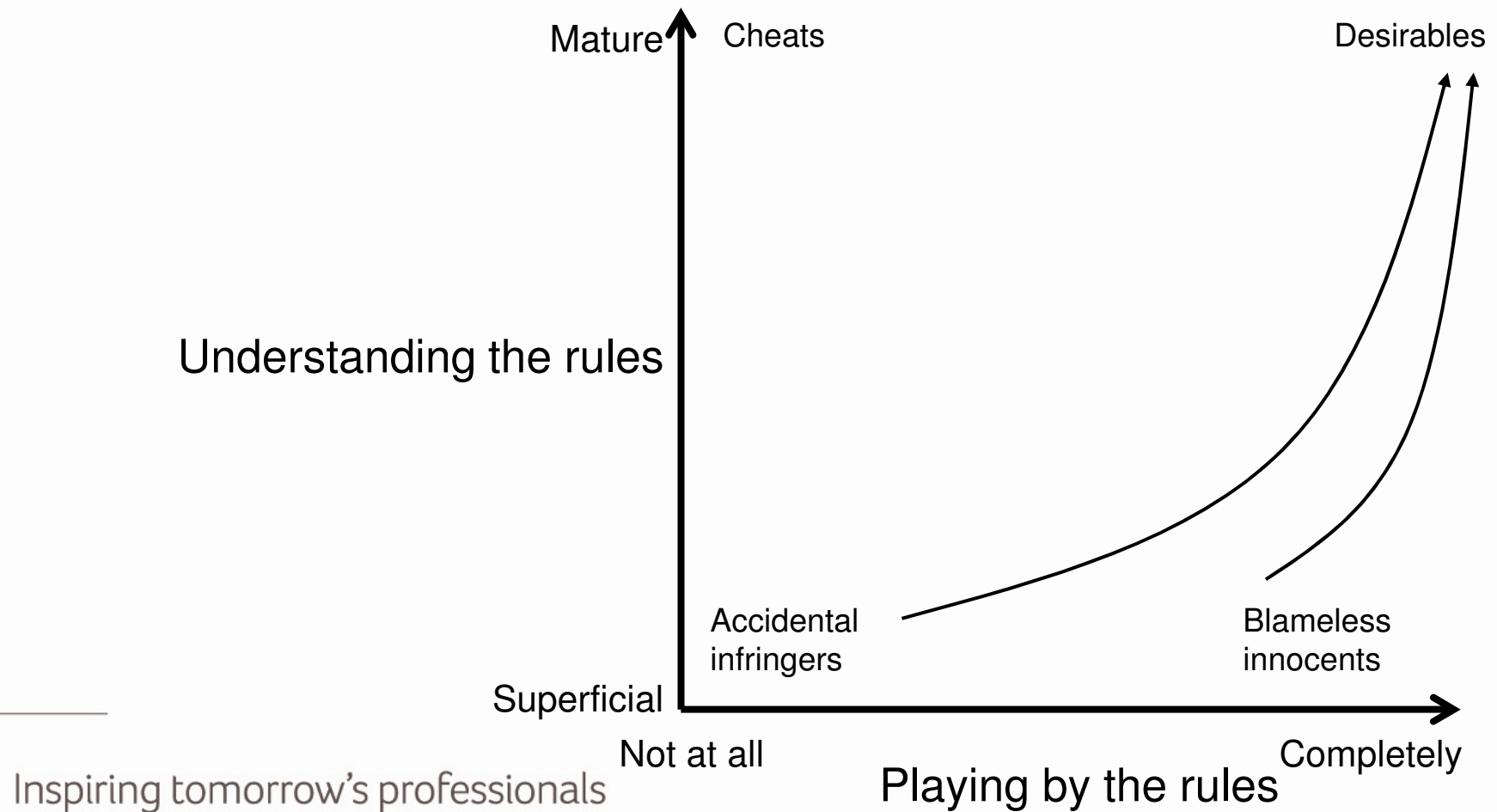


- The Bedford Committee(1986) - Graduate inadequacies
- CPA Australia (2002) - equipping graduates for professional practice
- Bowden and Masters (1993) - classroom concepts and the workplace
- Key development areas identified are critical thinking, communicating at various levels with various audiences, team working and solving business related problems.

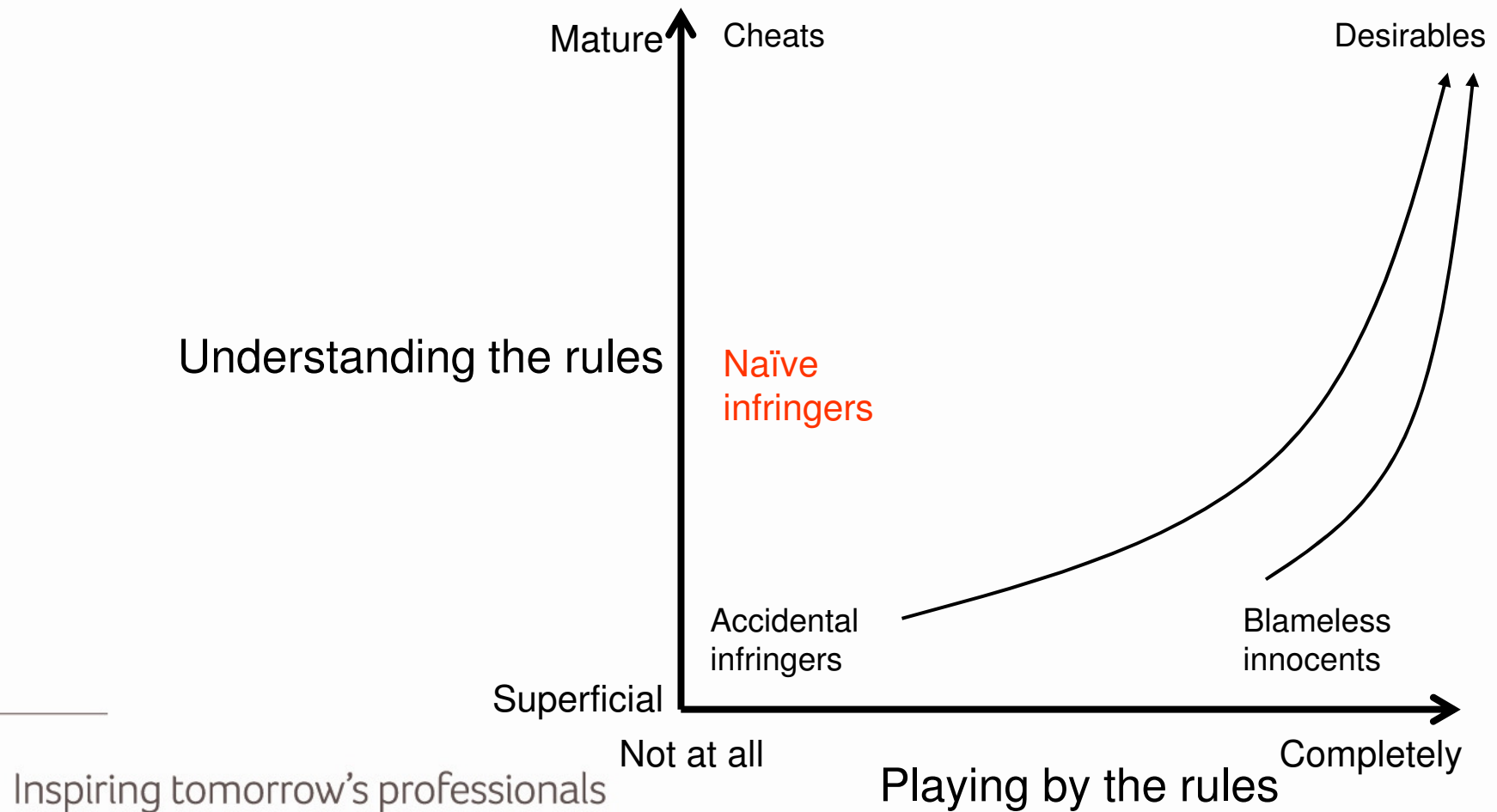
Typology of academic misconduct based on Perry (2010)



Typology of academic misconduct based on Perry (2010)

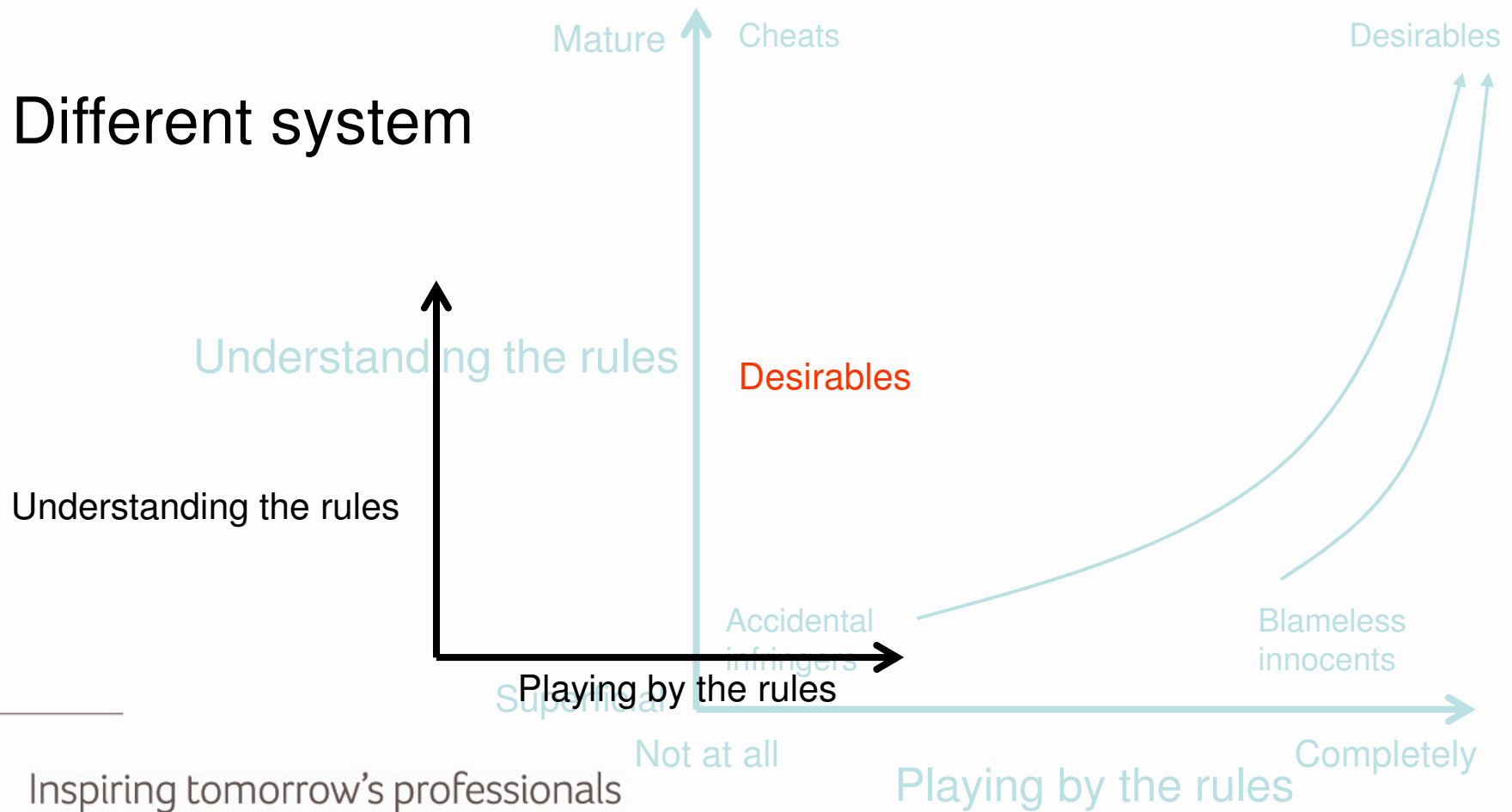


Typology of academic misconduct based on Perry (2010)

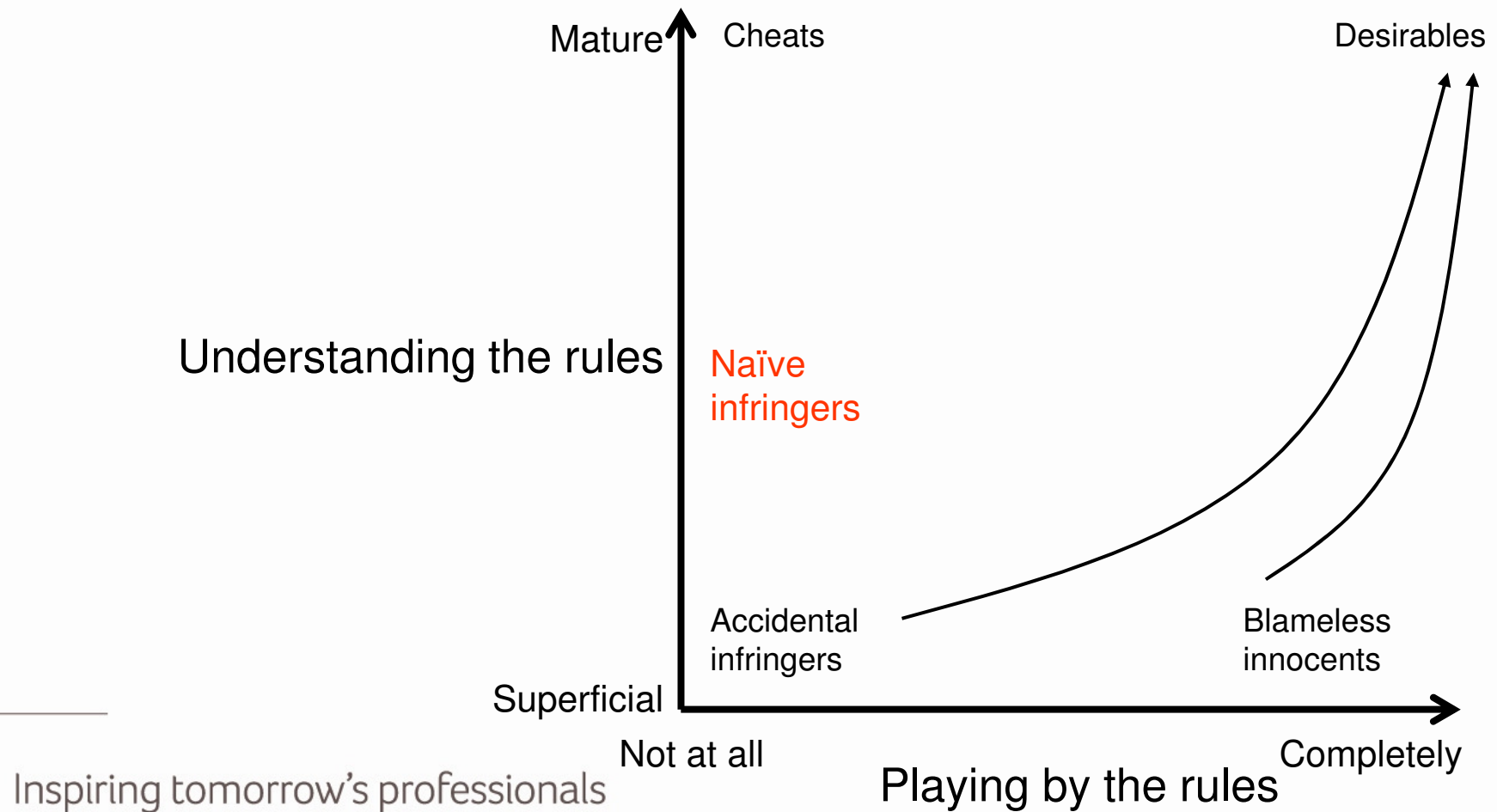


Typology of academic misconduct based on Perry (2010)

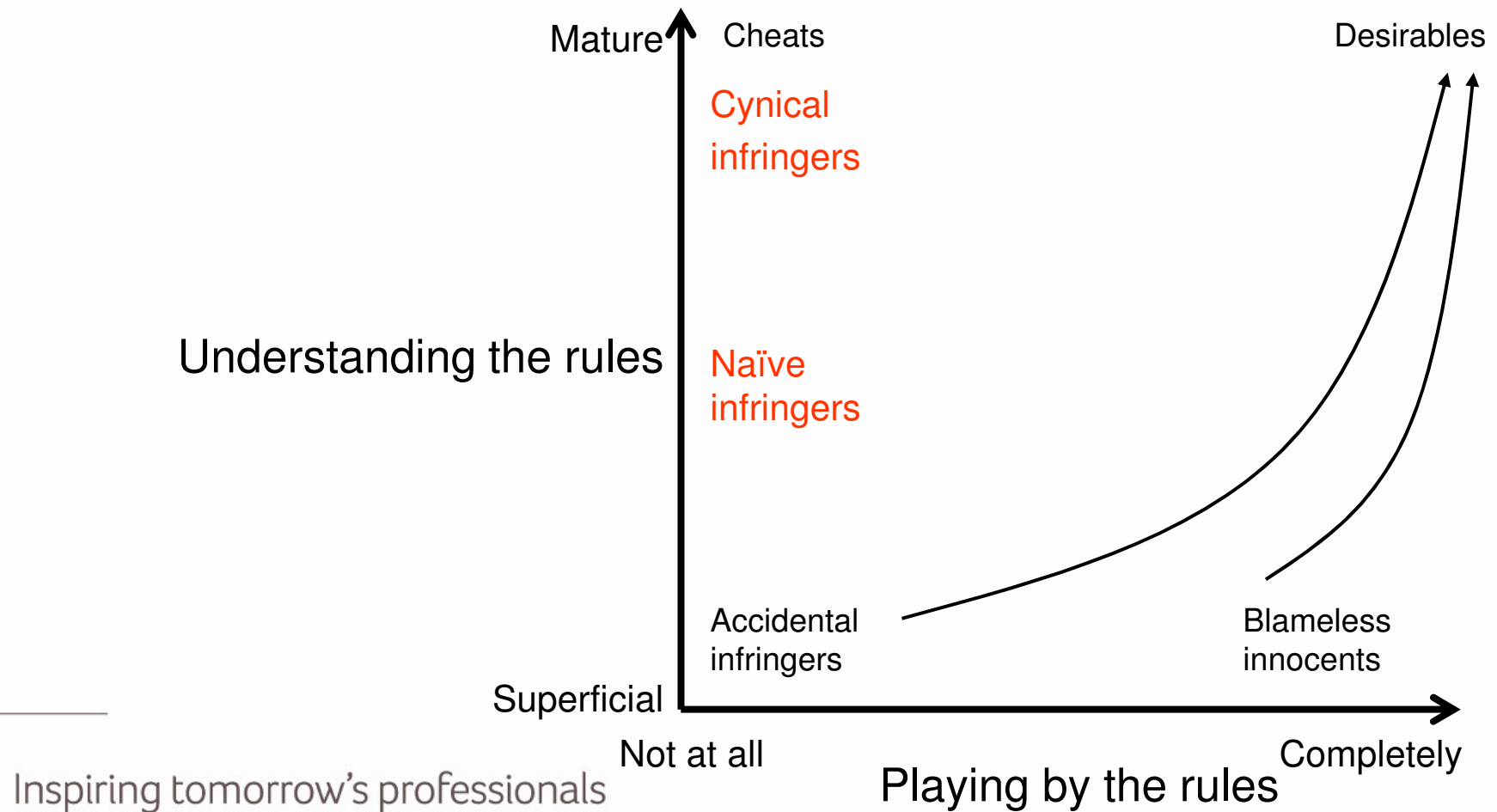
Different system



Typology of academic misconduct based on Perry (2010)



Typology of academic misconduct based on Perry (2010)

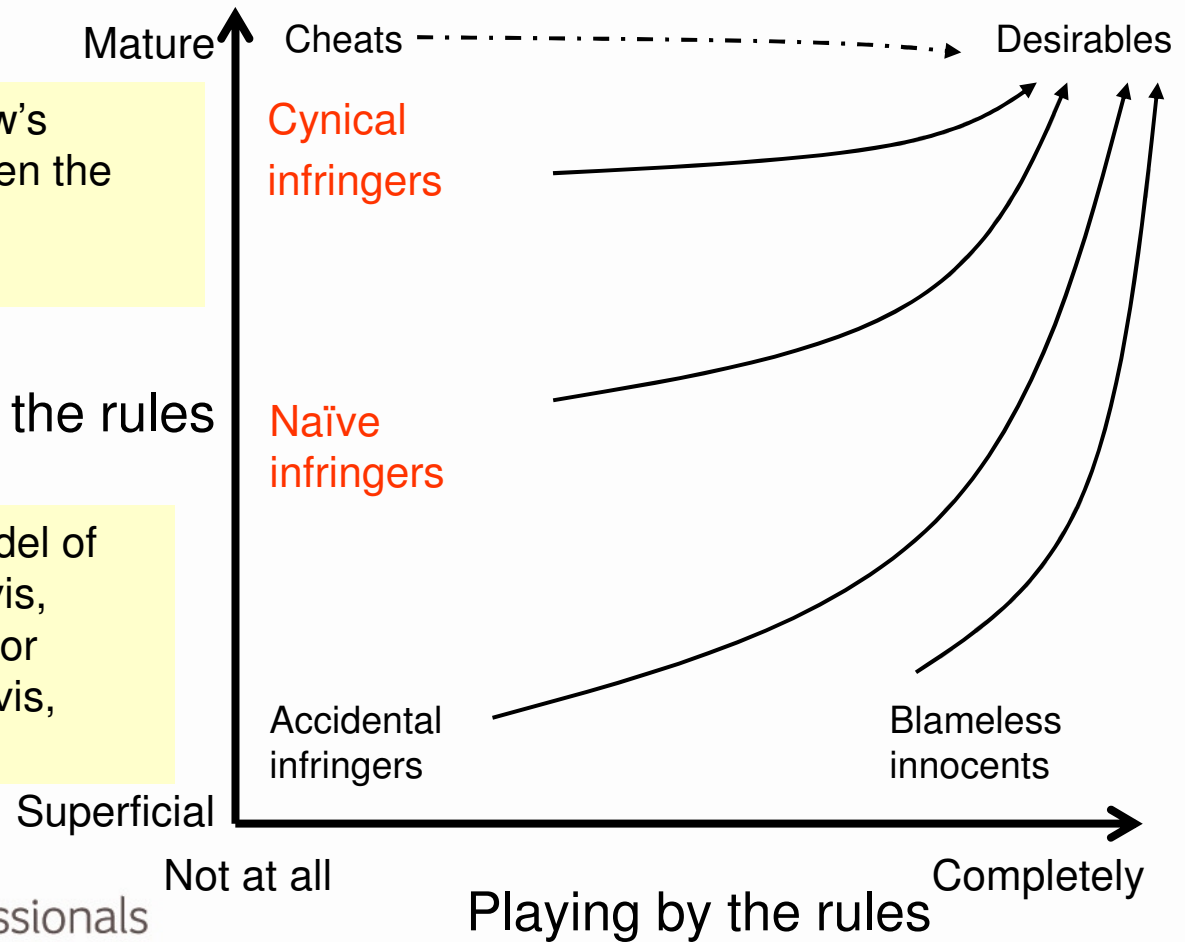


Typology of academic misconduct based on Perry (2010)

“Today’s patchwriter is tomorrow’s competent academic writer, given the necessary support to develop.”
(Pecorari, 2003)

Understanding the rules

Mary Davis has created a model of source use development (Davis, 2010) and explains the need for “learning and unlearning” (Davis, 2007)



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Pre 2006 Approach - Bolt-on



- Six skills sessions (one was about plagiarism)
- No subject content
- Not assessed
- Poor attendance

Should we have been surprised?

‘Doing away with study skills’ (Wingate, 2006)

Writing in AIO 2006-2008



- The original approach
- Analysing different uses of source texts
- Answering quiz style questions
- Completing paraphrase/referencing exercises

Completed within the first month

Writing in AIO 2006-2008



- Week 4 short assignment submitted (topic - CV)
- Guided choice of sources
- Individual written feedback with main focus on writing issues rather than content

Outcome

Many had not got the message about the writing issues including plagiarism

Should we have been surprised?

Despite instruction

“students do not understand what plagiarism is or how to avoid it.” (Carroll & Appleton, 2001)

50% of students were not sure if they had covered plagiarism (Perry, 2010)

Students may not have reached a level of development at which they are able to write acceptably. (Carroll, 2009)

AIO 2008/9 Induction Week Essay



2007 Induction survey indicated students wanted
'to get on with study'

Day 2 - a 500 word essay to complete by Day 5

- Sources provided (topic - work placement)
- Simple brief – plagiarism not mentioned
- Submission via Turnitin

Student Voice (Final Year)



Asked about a critical event in understanding plagiarism

In high school I was fairly unfamiliar with plagiarism until I failed an English coursework for plagiarism. I was stood up in front of the class and told to explain a metaphor in my essay. When I couldn't I was told to re-write the essay. Since then I have always sufficiently referenced others' ideas.

AIO 2008/9 Feedback on Essay



Written

Tutor to individual including Turnitin report (Barrett & Malcolm, 2006; Davis & Carroll, 2009)

Individual exemplars to group via VLE (Heinrich, 2007)

Group report to group via VLE (Heinrich, 2007)

Oral

Tutor to individual with audience (optional)

Tutor to individual private (optional)

Further work

- Voting Pads (Bombaro, 2007)
- VLE Quizzes
- Further writing task drawing on content (CV report)
- Further feedback on plagiarism if necessary
- Those still plagiarising are required to reflect

Some Benefits



Students positive about process and timing

Week 4 short assignment improved with far fewer 'plagiarism cases' than previous years (not in 2010)

Students appear more positive about formative assessment

Students realise early on Accountancy is more than numbers and that writing is key

We can't leave it there

Students are still developing

- Writing and other study issues need to be regularly revisited over the entire course
 - e.g. placement students
- The assignments can only address limited issues
- Other activities need to be considered:
 - e.g. time management & group work

Let's look at some of the exercises (both formative & summative)



- ACCA Business Game
- STANCE Business Meeting and Report Writing
- Strauss Pricing Exercise
- Flintoff Accounting Analysis
- University Presentation



ACCA Business Game



- Business Challenge (ACCA)
- Students must act as group of consultants for a Local Authority and help them make the right decision
- Students present their solution on flip chart paper using the first stage of our method for developing presentation skills



A place to live?
A place to shop?
A place to park?
You must decide
for your local community

Which employability competencies would you expect to develop in this exercise?



- A) Adaptability / flexibility
- B) Analysis
- C) Decisiveness
- D) Initiative
- E) Teamwork / working with others
- F) Tolerance of stress

ACCA Business Game



- What do the students say?
 - Financial Awareness – “During the meetings I wasn’t able to provide the group with any figures, it took me a long time to understand where the numbers came from, although I felt behind in my course my group were very supportive and they helped me. I have decided I will prepare figures before a meeting in future as this will help my understanding”
 - Interpersonal Sensitivity – “I am too dominant/adamant about my point of view. In this task I recognised/respected the views of others as they were better than my own. From the feedback I realise I must respect others’ views ... something I will continue to do throughout my University course”

STANCE Business Meeting

- STANCE (Unilever)
- Students participate in a 'board' meeting to discuss and resolve a number of Company issues
- The CEO cannot attend the board meeting but has asked each 'player' to send a written business style report of what happened, how it happened and how they felt about the decisions made

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Which employability competencies would you expect to develop in this exercise?



- A) Achievement orientation
- B) Commercial awareness
- C) Influencing
- D) Written communication
- E) Organisational understanding
- F) Interpersonal sensitivity

STANCE Business Meeting and Report Writing



- What do the students say?
 - Judgement – “In my History A-level ... I was advised not to make judgements and to stay unbiased, so I didn’t support either side of an argument and this worked as I got an A-grade. In this exercise I realised that I must evaluate the arguments and come to a decision rather than sit on the fence. I am going to try to turn a past weakness into a strength”
 - Leadership – “I had a disastrous experience at school when being forced to be team captain and we lost badly This task shows that I can do it (leadership) but I know I can develop my leadership skills even further”

Strauss Pricing Exercise

- Strauss Pricing (Module Leader)
- Students are asked to help a client with producing a set of budgets, a pricing strategy and a creative marketing slide for a new unique light weight caravan recliner
- The team solution must be presented by PowerPoint this time using the second stage of our method for developing presentation skills



£150 - Premium pricing?

£124.99 - Penetration pricing?

£72 + £36 - Cost plus pricing

You must help
the client to decide

Which employability competencies would you expect to develop in this exercise?



- A) Attention to detail
- B) Planning and organising
- C) Leadership
- D) Life-long learning
- E) Creativity
- F) Technical knowledge

Strauss Pricing Exercise



- What do the students say?
 - Tolerance for Stress - “When I discovered we had to do presentations my heart skipped a few beats and I was hit with nerves. Could I fake illness to get out of doing them? – the formative process ... has really helped me overcome the fears of presenting and I am finding ways of managing the stress.”
 - Leadership - “Ever since starting school I have never enjoyed taking the lead or taking responsibility for a task. I felt quite pleased when my team asked me to be a team leader as this gave me the opportunity to get over my fears and take control of a situation”

Flintoff Accounting Exercise

- Flintoff Accounting (Module Leader)
- Students are asked to analyse a client's manual accounting records and then attempt to persuade them to use accounting software instead
- An individually written letter incorporating both a technically focussed approach concerning the analysis and then adopting a persuasive style to market the accounting software

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Balance Sheet or Statement
of Financial Position?

Profit and Loss or Income
Statement?

I prefer to do things my way!

Which employability competencies would you expect to develop in this exercise?



- A) Financial awareness
- B) Professional expertise
- C) Listening
- D) Judgement
- E) Questioning
- F) Technical application

Flintoff Accounting Analysis



- What do the students say?
 - Influencing - “In the past I have never been good at influencing people’s decisions, but I really enjoyed this task of advising Andrew Flintoff to change and use electronic accounts”
 - Professional expertise - “When I was writing the letter I had to draw on things I had learnt in Financial Accounting ... I struggled with this and had to go back over the things I had learnt to enable me to apply it in a practical way”

University Presentation



- Students are allocated a group presentation title
- Drawing on their experiences of previous exercises, consideration of previous feedback and their reflections linked to their employability
- Using the final stage of our method for developing presentation skills

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Change the world...
of presentations

The graphic features the text 'Change the world...' in a white, monospace-style font, with 'world...' in yellow. Below it, 'of presentations' is written in a smaller, yellow, monospace-style font. The background is a dark gradient.

- 1st Presentation (formative)
only give positive feedback
- 2nd Presentation (formative)
give positive and
developmental feedback
- 3rd Presentation (summative)
rehearse with the academic
development tutors

The way forward?



- Students are still developing we have only just started the process
- Employability competences need to be regularly revisited not just in AIO in the 1st year but across the whole course
- The current exercises can only address limited issues
- New materials and ways to gain engagement need to be developed especially for the those who need it most
- If we could wave a magic wand what areas would we ask to solve?
 - time management, planning and organisation,
 - commercial awareness and life long learning

Are we getting there?

This email extract was received from
a 2009 graduate:



- “I wanted to tell you about the management diploma ... It is obvious to me that my fellow graduates (on the scheme) did not have the benefit of these sessions at their universities. The diploma has a massive emphasis on personal development using regular self assessments and reflective logs Although I whinged at the time, the logs have made this task almost second nature to me ... My work is issued to my peers as exemplary; it is acknowledged by my mentors and reported back to the managers of the company.

Are we getting there?

This email extract was received from a 2009 graduate a few months ago:



- It would probably be a good time to say ... how valuable your module, words of wisdom and help was in getting me here – thank you John.
- I only wish that I could give back some words of wisdom in **how to get your students** to buy in to the **concept of PDP and soft skills** because they are definitely **the key to getting onto good graduate schemes** and becoming well rounded **professionals** – just like you said they would."

Are we getting there?

This is an extract which shows the impact of our original assessment



- “...I have made some big **personal developments** since starting university... these I personally think **came from completing this portfolio** but I have to say it has not been easy. The portfolio has been one of the **hardest tasks** I have ever been a part of ...
- The best thing about this portfolio is that it **hasn't felt like an assignment** ... it has really **felt like a journey** where I opened myself up and 'identified' my deepest weaknesses to make myself better which is something I **never would have done**
- ... After everything I have been through with this portfolio I think that **the mark I will receive isn't important as the way it has changed me as a person is far more valuable.**”

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