



Plagiarism is a major issue for all those involved in teaching and learning in Higher Education. This one day event focused on ways to prevent plagiarism and designing assessments to minimise the risk of plagiarism.

Excellent day
– laden with
information!

An excellent,
thought providing
and informative day.

Lots of useful ideas for assessment design.
Interesting reports/ feedback on the use of
electronic detection of plagiarism.

Keynote: Cooking the Books

Fiona Duggan, Academy JISC Academic Integrity Service

Fiona gave an excellent introduction to the day, basing her examples on Delia Smith's, 'How to Cheat at Cooking' and the discussions around it made for a novel and interesting presentation. If we don't teach students how to 'brown the mince' (what plagiarism is and how to avoid it) we can only expect them to use tinned mince (copy from somewhere). Lecturers must also try and avoid the 'here's one I made earlier' approach to setting assignments to avoid students using assignments completed by students in previous years.



Electronic detection of plagiarism

Jo Badge, University of Leicester



Jo talked through TurnitinUK and Safeassign and her experiences of working with these. She highlighted the benefits of using such software, but also the potential added workload, as more students plagiarising/colluding were likely to be detected than when relying on markers to spot them. She also highlighted the importance of running skills courses for students to highlight what plagiarism is, how to reference and note take, along side the introduction of electronic detection.

Teaching students what plagiarism is to prevent it

Maureen Dawson and Joyce Overfield, Manchester Metropolitan University



Maureen and Joyce presented a study they had done into student perceptions of plagiarism and, from the answers given, the guidelines they had developed for students. In the survey they used scenarios to make the examples real and these could be easily adapted to be used with postgraduates or overseas students. They now use the questionnaire in student induction and use an online version to provide quick feedback to students.

Improving scientific literacy to prevent plagiarism

Dorothy Aidulis, University of Glasgow

Dorothy explained how her students often feel that, 'surely we know everything in anatomy now?' However, once students realise science is a moving field and opinions/findings can be challenged, they are less likely to copy down what someone else has said, and begin to express their own opinions or alternative views, back this up with evidence, and cite it in the correct way. She explained that helping students become aware of the changing nature of science is vital for making links between teaching and research, improve writing practices, and thus reducing plagiarism.



Workshop: Using course and task design to deter students from plagiarism

Jude Carroll, Oxford Brookes University and ASKe CETL

Jude's lively workshop provided an excellent opportunity for delegates to consider their course design and how they might change it after discussing in groups a series of scenarios and identifying the potential opportunities for students to plagiarise.



She spoke about the importance of designing in academic apprenticeship as well as designing out plagiarism and explaining to students about plagiarism from the outset. She gave examples of how to change questions where the response could be easily 'faked' to those that students would have to 'make' their answer.



Swapshop – sharing ideas on question design and plagiarism prevention

Chaired by Katherine Clark, Centre for Bioscience

- **Policy evolution and the elusive grail of consistency**



Jon Scott, University of Leicester, shared how as a department their policy on plagiarism has changed and the current issues they face. Initial panel hearing for students suspected of plagiarism were not practical after the introduction of Turnitin and a system of 'on the spot fines' was introduced.

- **Using Turnitin for essay drafts and final submission**

Vivien Rolfe, De Montfort University described how she had used Turnitin to try and encourage students to reference, cite and avoid plagiarism in their essays. Students submitted drafts of their work to Turnitin and were shown reports indicating how much of their essay was plagiarised. They were then encouraged to re-write and correctly reference and cite material.



- **Subject-specific online tutorials to help students understand what plagiarism is and how to avoid it**



Stuart Johnson, University of Leicester, showcased the biology online tutorial he had developed to help students understand plagiarism. The tutorial leads students through a number of scenarios explaining various aspects of plagiarism and collusion with interactive activities and is

freely available online:

www2.le.ac.uk/offices/ssds/slc/resources/writing/plagiarism/plagiarism-tutorial/

Reflections on the day and close

Chris Willmott, University of Leicester, gave his thoughts on the day and provided a useful summary of what had been covered.

