



Raising awareness of plagiarism in International Postgraduates

Kate Tobin

School of Applied Sciences

Joss Granger

Learning Information Services



Context

School of Applied Sciences

Taught MSc programmes in Environmental Science and Biosciences

Over 90% of students from overseas, mainly Nigeria and India.

Increasing number of academic misconduct cases



Plagiarism

Park (2003) indicates it is an increasing problem worldwide

Reasons for plagiarism:

Park (2003) mentions lack of understanding, efficiency gain, time management, defiance, temptation and opportunity.

Myers (1998) discusses difficulties of writing in a second language



Responses to plagiarism

Ellery (2008) identifies two possible responses:

“Exposure and punishment” - dependent on good detection procedures and disciplinary procedures

“Pedagogic response” – proactive deterrence, teaching necessary skills, discussing ethical behaviour with students

(Ellery, 2008, p.507)

Postgraduate students in Applied Sciences

Issues identified by academic staff

Underdeveloped academic writing skills

"...there are growing numbers of students at Masters level who do not have academic backgrounds and the associated skills which were previously assumed." (Mistry et al., 2006, p.9)

Perceived lack of engagement with the literature

Lack of referencing

Increasing evidence of plagiarism

-particularly 'cut and paste' from internet



Aim

To provide increased support for academic writing

To investigate student needs
in academic writing
in understanding and
avoiding plagiarism



Approach

Joint responsibility, SAS and LIS

Deliver skills workshops

Development of WOLF topic

Wolverhampton Online Learning Framework (VLE)

Questionnaire

Focus groups



Skills workshops

'Skills week' run Sept and Jan
and follow up workshop

Acceptable practices in the University
How to seek, and evaluate information
– demo and exercise

How to quote, paraphrase and
summarise from academic papers –
examples and exercises

Reference in Harvard Style - exercises



Menu

- [Topic Tools](#)
- [Welcome Page](#)
- [Edit this menu](#)

Improving your Academic Writing

- [Test Your Knowledge](#)
- [Indiana University Quiz](#)
- [Guide to plagiarism](#)
- [Guide to referencing](#)
- Individual sections - plagiarisr
 - [Using Scientific Literature](#)
 - [Introduction to plagiarism](#)
 - [Examples of plagiarism](#)
 - [Avoiding plagiarism](#)
 - [Plagiarism checklist](#)
 - [Read Write Pass](#)
- Individual sections - referencin
 - [Introduction to referencing](#)
 - [When to reference](#)
 - [Referencing styles](#)
 - [Referencing a book](#)
 - [Referencing a journal article](#)
 - [Referencing a website](#)
 - [Building a reference activit](#)
 - [Referencing hints and tips](#)
 - [Checklist for referencing](#)
 - [Example reference list](#)
- [Glossary of terms](#)
- EndNote

Welcome to Improving your Academic Writing using Scientific Literature

Introduction

Welcome to the School of Applied Sciences (SAS) module to help you with your academic writing. This module should help you when you are using scientific literature to ensure that you are using it correctly in your assignments. The module contains a guide to plagiarism (including what plagiarism is and how to avoid it) and a guide to Harvard Referencing, the referencing style used by University of Wolverhampton.

How to use the module

The module is designed so that you can work through it at your own pace. You may choose to work through both guides, or you may choose to just read relevant sections (in the folders). There is an introductory quiz at the beginning of the module (Test your knowledge) so that you can see where you may need to concentrate.

Topic Information

You may [unsubscribe](#) from this topic.

Test Your Knowledge

1. What is plagiarism? [1 point]

- Your Response** Using someone else's work as your own
 Using scientific literature in your assignment

2. What techniques can you use to include scientific literature in your assignment? [3 points]

- Your Response** Summarising
 Quoting
 Paraphrasing
 Copying and pasting

3. Which of the following is not plagiarism? [1 point]

- Your Response** Concealing sources
 Collusion
 Copy and paste
 Summarising

4. If using information from a source other than yourself what do you need to include? [1 point]

- Your Response** A citation for the source in the text of your assignment at the point where you use the information
 A full reference for the source in the reference list
 A citation for the source in the text of your assignment at the point where you use the information **and** a full reference for the source in the reference list

5. Which of the following is an acceptable way of putting things into your own words? [1 point]

- Your Response** Paraphrasing
 Copy and paste
 Word switch

6. Do you need to provide a reference if something you are using is common knowledge (e.g. boiling temperatures)? [1 point]

- Your Response** Yes
 No



Menu

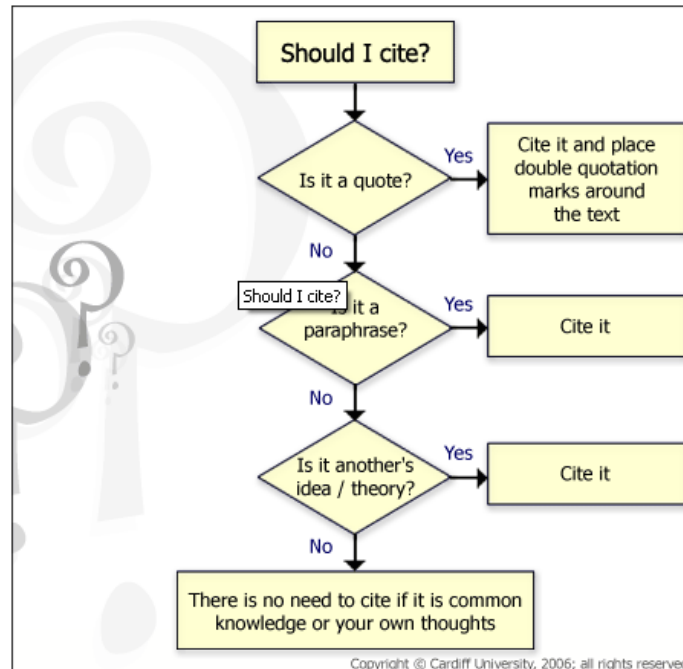
- Topic Tools
- Welcome Page
- Edit this menu

- Improving your Academic Writing
 - Test Your Knowledge
 - Indiana University Quiz
 - Guide to plagiarism
 - Guide to referencing
 - Individual sections - plagiarism
 - Using Scientific Literature
 - Introduction to plagiarism
 - Examples of plagiarism
 - Avoiding plagiarism
 - Plagiarism checklist
 - Read Write Pass
 - Individual sections - referencing
 - Introduction to referencing
 - When to reference**
 - Referencing styles
 - Referencing a book
 - Referencing a journal article
 - Referencing a website
 - Building a reference activity
 - Referencing hints and tips
 - Checklist for referencing
 - Example reference list
 - Glossary of terms
 - EndNote

Content Comments (0)

When do I need to reference?

You need to give a citation (within your assignment) and a full reference (within your reference list) whenever you refer to work that is not your own idea or common knowledge (i.e. scientific facts such as boiling temperatures). If you are unsure, you may wish to use this guide produced by Cardiff University to help you decide what you need to do:



Hint

APPLIED AND ENVIRONMENTAL MICROBIOLOGY, Jan. 2001, p. 475–480
0099-2240/01/\$04.00+0 DOI: 10.1128/AEM.67.1.475-480.2001
Copyright © 2001, American Society for Microbiology. All Rights Reserved.

Vol 67, No. 1

Antimicrobial Properties of Garlic Oil against Human Enteric Bacteria: Evaluation of Methodologies and Comparisons with Garlic Oil Sulfides and Garlic Powder

Z. M. ROSS,¹ E. A. O'GARA,² D. J. HILL,³ H. V. SLEIGHTHOLME,⁴ AND D. J. MASLIN^{2*}

St. George's University, St. George's, Grenada, West Indies,¹ and University of Wolverhampton, School of Health Sciences, Wolverhampton WV1 1DJ,² University of Wolverhampton, School of Applied Sciences, Wolverhampton WV1 1SB,³ and West Midlands Regional Genetics Service, Birmingham Women's Hospital, Birmingham B15 2TG,⁴ United Kingdom

Received 19 June 2000/Accepted 9 November 2000

The antimicrobial effects of aqueous garlic extracts are well established but those of garlic oil (GO) are little known. Methodologies for estimating the antimicrobial activity of GO were assessed and GO, GO sulfide constituents, and garlic powder (GP) were compared in tests against human enteric bacteria. Test methodologies were identified as capable of producing underestimates of GO activity. Antimicrobial activity was greater in media lacking tryptone or cysteine, suggesting that, as for allicin, GO effects may involve sulfhydryl

Select the first item you will need for your reference.
Hover over the Hint box if you are unsure.



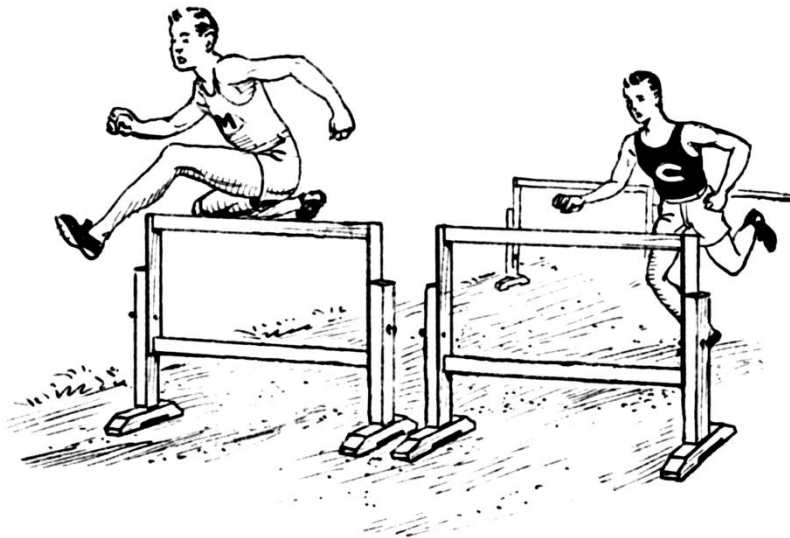
Questionnaire and Focus groups

Questionnaire with short quiz
at induction and last week of term

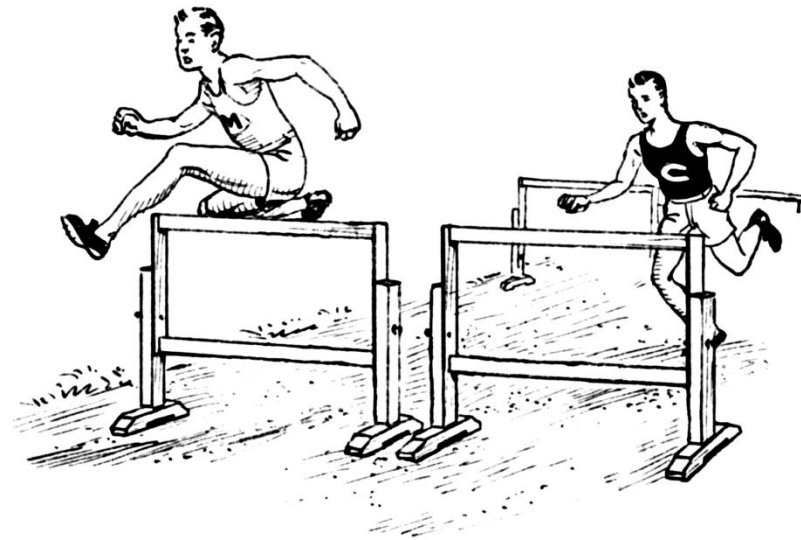
Focus groups in last week of term

Initial findings – prior experience

Four main hurdles to overcome when arriving at University



1. Accessing information



79% had no experience of using primary literature

*“**we only know about using books**.....we don't know about the journals.”* Indian student

*“(they are)...expecting the same answer to what the teacher said. They will be **referring us to such a book**, they are advising us to read that book only. If we read from that book we will **get more marks.**”* Indian student

Reliance on Google

2. Understanding plagiarism

Ownership of an idea or data

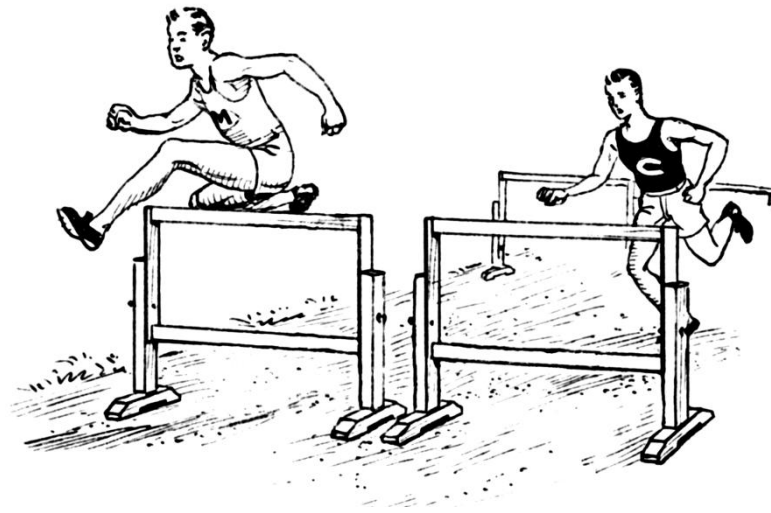
Did you receive information about plagiarism at your previous institution?

46% (n=70) No

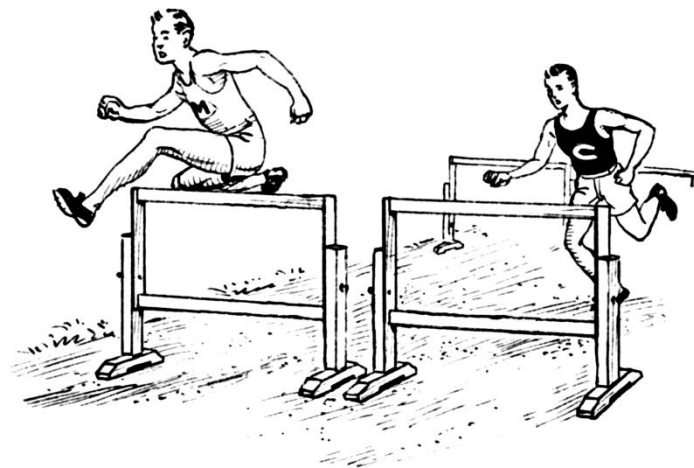
"I never knew much about plagiarism, I heard of the word before, but I never knew what it really meant until I came to Wolverhampton."
Nigerian student

"I'm sorry to say we never thought about the authors, we thought about the information, that is why we are facing some trouble when we came here about referencing and plagiarism, these are new concepts."
Indian student

"If one person writes an assignment, every other person copies what the person has written, you don't really get penalised for that as long as you've done the assignment."
Nigerian student



3. Writing in your own words



*"some students actually believed that if you wrote **word for word what the lecturer gave** to you, you get **better marks** and it was actually true for them"*

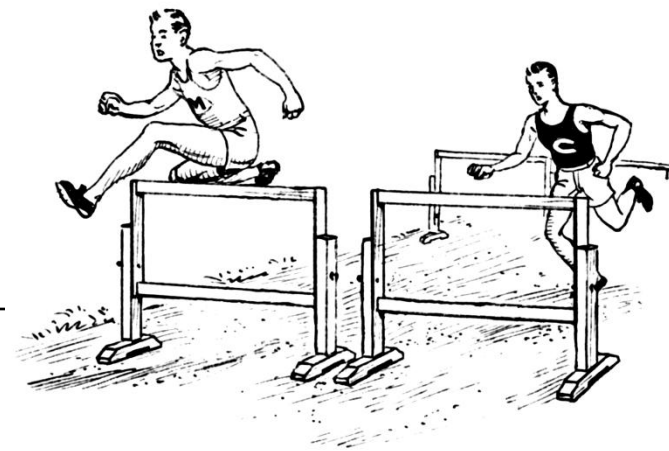
Nigerian student

Difficulty paraphrasing, especially when English not first language

M level skills – Analysis, Synthesis, Evaluation
(SEEC descriptors)

- require considerable practice

4. Referencing in Harvard style



83% had no experience of using
Harvard style referencing

Set of new rules to learn

End of term findings

Q: Which aspects of academic writing have you found most difficult during your studies?

A: Literature searching	31%
Paraphrasing	23%
Summarising	19%
Harvard referencing	12%

End of term findings - Quiz

Overall mean test score at beginning of course

6.8 (n=61)

All those who did the tests twice increased their score

Semester 1 6.75 \longrightarrow 8.75

Semester 2 5.4 \longrightarrow 8.9



Feedback on WOLF

75% used WOLF topic to support studies and found it helpful

Particularly used at assignment time to help with referencing

Other support

42% would like additional 1:1 tuition

25% would like additional printed material in support

Lessons learnt



Students need more time to learn new “rules of the game”
(Leask, 2006, p.191)

Undergraduates 3-4 years

Taught MSc only 1 year

“A long-term and iterative process”


(Ellery, 2008, p.507)

Skills week useful

but support for writing skills needs to be extended throughout year – more formative assessment

WOLF topic useful, especially as reference material at assignment time

One to one help via a demonstrator



*"I'm **more conscious of referencing** now, whatever point I'm raising, I make sure I know where it's coming from and I put it down correctly"*

Nigerian student

"I write with ease now"

Nigerian student

References

- Ellery, K. (2008) Undergraduate plagiarism; a pedagogical perspective. *Assessment and Evaluation in Higher Education*, **33**(5),pp.507-516.
- Leask, B. (2006) Plagiarism, cultural diversity and metaphor – implications for academic staff development. *Assessment and Evaluation in Higher Education*, **31**(2),pp.183-199.
- Mistry, J., White, F. and Berardi, A. (2006) Skills at masters' level in Geography Higher Education: teaching, learning and applying. *Planet* **16**,pp.9-14.
- Myers, S. (1998) Questioning author(ity): ESL/EFL, science, and teaching about plagiarism. *Teaching of English as a second language (TESL)* **3**(2),pp.11-20.
- Park, C. (2003) In Other (People's) Words: plagiarism by university students - literature and lessons, *Assessment & Evaluation in Higher Education*,**28**(5),pp.471-488.