



FOCUS ON LEARNING # 1

PLAGIARISM: A GUIDE FOR EDUCATORS

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*How to minimize
plagiarism:*

- Educate
- Prevent
- Detect
- Respond

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A soft copy of this guide is also available at:

<http://tlc.ln.edu.hk/caobe/resources#guidebooks>

For a shorter and more practically-oriented resource on plagiarism, please refer to the 'Hands-on Guide for Academics #1: Turnitin, Plagiarism and Assessment', published by the CAOBE and available on the CAOBE website at:

http://tlc.ln.edu.hk/caobe/sites/default/files/HG1_Turnitin_Plag_Ass.pdf

- 1.1 Introduction and Overview

Evidence worldwide points to increasing levels and new modes of plagiarism (Bailey, 2010; Devlin, 2002). As is well-known, 'Technology has made plagiarism and cheating many times easier, but not provided as good of tools for detecting and stopping it' (Bailey, 2011, "Why Teachers aren't at Fault," point 1). How to minimize and respond appropriately to instances of plagiarism is therefore of growing concern to tertiary institutions, and Lingnan University is no exception.

This booklet aims at giving guidance to tertiary educators at all levels on how best to minimize plagiarism, especially in a second-language context. The issue is addressed from a teaching and learning perspective. In this light, plagiarism is an important matter as it prevents students from achieving intended learning outcomes. Thus it is addressed by an educative approach rather than as a moral concern, and as a complex issue that needs to be addressed holistically through various means throughout a students' time at university, rather than as a linear problem with a one-off solution.

Before introducing the principles and practices of an educative approach, however, it is important to consider different types of plagiarism. The danger of over-relying on technological tools such as Turnitin is also highlighted, especially in relationship to Lingnan University's own definition of plagiarism. Chapter 2 discusses how the institution, administrators and academics can work together to minimize plagiarism. Both teachers and students must start with a shared understanding while the institution needs transparent policy and procedures. A range of strategies for educating students in the classroom are covered; the practical section on design of appropriate assessment tasks (2.3) may be particularly helpful to lecturers in guiding students and deterring plagiarists.

The Guidebook finishes with advice on dealing with incidences of plagiarism fairly and consistently, using a balance of educative and punitive measures. Finally, some specific practical and theoretical resources dealing with different aspects of academic integrity are recommended.

For a quick overview of the contents of this Guidebook, it is suggested to scan through the book and read 'the boxed paragraphs (like this one)' and the 'Key points' summaries after each section in Chapter 2.

- 1.2 Plagiarism and learning outcomes

Looking at the issue from an outcomes-based perspective, the first question we should ask is, how does plagiarism affect the learning outcomes of students? Many cases are unintentional and do not involve deliberate cheating. However, regardless of intentionality, plagiarism results in a lack of learning. As Carroll explains, in the constructivist paradigm,

In a plagiarized piece of work ... the student did not do the work of making meaning and transforming ideas, therefore he or she has offered no evidence of learning and cannot be awarded academic credit. Bypassing learning through plagiarism means the student bypasses the opportunity for their own development as well.

(Carroll 2009, p. 119)

Therefore, Carroll (2009) recommends that the link between learning and plagiarism should be central in discussions about the issue. If it is treated firstly as a pedagogic rather than a moral issue, then when cases appear, learning-centred approaches for dealing with them can be employed. Our concern as academics should be 'primarily about producing the most effective learning processes for all students and only secondarily about catching and punishing cheats.' (Carroll & Appleton, 2001, p. 35)

- 1.3 The need for a holistic, educative approach

Plagiarism is NOT:

adequately addressed simply through referring students to regulations placed on a school website, giving students an orientation lecture or a class lecture, making them complete a one-time quiz or tutorial, or by any single-focussed intervention.

Plagiarism IS:

something that has to be dealt with more holistically in a collaborative, multidimensional way with united commitment from all staff, top to bottom, at institutional, program, course and individual teacher levels, through co-ordinated policy, procedures and classroom practices.

At Lingnan University, the compulsory students' Online Plagiarism Tutorial has become an important part of the overall strategy to minimize plagiarism. However, in dealing with plagiarism, any such kind of single-focus intervention method is inadequate by itself. This is because it takes time to build the relevant knowledge and skills through guided practice, trial and error. Again, in Carroll's words, in the constructivist paradigm,

shared understanding grows through interaction, practice, and above all, through feedback. Declarative knowledge such as that provided by a student handbook can provide a definition or an hour's plagiarism lecture can explain the rules but neither are much help ... Resolving them will need time, interaction and teachers' tolerance with their students' less-than-skillful attempts. (Carroll, 2009, p. 122-123)

A 'catch and punish' approach (Carroll & Appleton, 2001, p. 7) by itself also likewise falls short, as it over-relies on penalties to act as a deterrent. Setting punishments and explaining what plagiarism is, although necessary, by itself does not achieve the desired results. There are always those students who will just work harder, trying more sophisticated means to avoid detection, as

well as those who simply do not fully understand how to put the requirements into practice. Unintentional plagiarism often occurs through lack of relevant writing and researching skills and understanding of citation and referencing conventions plus the rationale behind them. First year students new to the higher education setting are particularly prone to not fully comprehending or applying the requirements.

Thus, there is no 'quick fix' for the plagiarism problem. However, researchers generally agree that the best preventive is an overall educative approach. Carroll (2004b, p. 5) argues strongly that 'the framework needs to start by putting the emphasis on teaching and on valuing students' learning rather than on detecting and dealing with offenders.' Although dealing with confirmed plagiarism is also a necessary part of the strategy, it should be just the last part of an overall more holistic approach.

Carroll and Appleton's (2001, p. 4) 'balanced approach combines rethinking the design of the course whilst at the same time considering how best to inform students about regulations and teach them skills of academic discourse and citation.' Devlin (2006) agrees, noting that recently there has been a perceptible trend in policy and practice toward taking a more holistic, educative approach. This does not just apply in the first-year compulsory core English courses, which are designed to cover the necessary writing skills to avoid plagiarism; it continues to be important throughout students' later study years as well.

'If students could learn the study skills to enable them not to plagiarize, they would not simply be avoiding getting penalized but they would be developing the academic skills required to improve the quality of their work.' (Badge et al, 2011, p. 56)

- 1.4 Turnitin, referencing and plagiarism

Before going on to discuss educative solutions, it is necessary to note the increasing use of internet technology for the intention of combatting plagiarism (Cheung 2013). As previously mentioned, any single-focussed strategy by itself is inadequate. This also includes the use of software such as Turnitin for submission of students' written assignments. The use of such tools can definitely raise the awareness of the issue of plagiarism on campus. However there can be a tendency to overrely upon the Turnitin Similarity Index, interpreting it as being equal to the percentage of plagiarism in the paper.

In considering how best to make use of a tool such as Turnitin, it may be helpful to first take into account different types of plagiarism. Turnitin (2012) themselves conducted a study of secondary and tertiary teachers to find out which kinds of plagiarism were most prevalent amongst their students. The results are reproduced in the chart below, ranked in order from the most to the least serious.

10 TYPES OF PLAGIARISM ORDERED FROM MOST TO LEAST SEVERE (Turnitin 2012, p. 2)
Available at: <http://www.ed.ac.uk/files/atoms/files/10-types-of-plagiarism.pdf>



1. CLONE:

An act of submitting another's work, word-for-word, as one's own.



2. CTRL-C:

A written piece that contains significant portions of text from a single source without alterations.



3. FIND-REPLACE:

The act of changing key words and phrases but retaining the essential content of the source in a paper.



4. REMIX:

An act of paraphrasing from other sources and making the content fit together seamlessly.



5. RECYCLE:

The act of borrowing generously from one's own previous work without citation; To self plagiarize.



6. HYBRID:

The act of combining perfectly cited sources with copied passages—without citation—in one paper.



7. MASHUP:

A paper that represents a mix of copied material from several different sources without proper citation.



8. 404 ERROR:

A written piece that includes citations to non-existent or inaccurate information about sources.



9. AGGREGATOR:

The "Aggregator" includes proper citation, but the paper contains almost no original work.



10. RE-TWEET:

This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

From this list, it is easy to see that different kinds of plagiarism involve not just different amounts of the more obvious 'copy and paste' but also less noticeable paraphrasing without citation (i.e. plagiarism of ideas) as well as inaccurate citation. Text-matching software will generally be able to find direct plagiarism of words, for instance of types one and two above (clone and CTRL-C), but is less likely to identify types three and four or ten (Find-Replace, Remix and Retweet) which involve paraphrasing ideas more than copying of words. In other words, Turnitin will be able to more clearly identify instances of some types of plagiarism than others, while some kinds of plagiarism it will not be able to pick up at all.

And this list of ten types is not exhaustive. Lingnan University's definition of plagiarism includes a specific reference to the copying of footnotes and citations, which is not explicitly included in Turnitin's ten types.

Plagiarism - the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work.

Lingnan University (2017b) Regulations Governing University Examinations point 5.2 (c) (emphasis not in original)

The reality is that as with all tools, Turnitin has its limitations. Although public perception seems to be that it is a plagiarism-prevention tool (for instance see the Wikipedia page (<https://en.wikipedia.org/wiki/Turnitin>), Turnitin themselves (2013) list this as the biggest misunderstanding that educators have about Turnitin. Turnitin does not detect plagiarism; it would more accurately be described as a text-matching machine (TLC, 2017). It has no way of establishing how significant these text matches are, or whether they are significant at all; its purpose is to draw attention to these matches so that the teacher can investigate these and make that determination for him/herself. Neither does Turnitin have any way of picking up on plagiarism of ideas that is not some obvious form of 'copy-and-paste' word plagiarism, for instance when a source is paraphrased but not referenced². In other words, using Turnitin does not nullify the need for the teacher to investigate further him/herself.

Going even further, it would be easy to assume that if there is a footnote or citation in a paper, no plagiarism is involved. According to Hampton's workshop (2016), however, if few cases of plagiarism are reported, that does not necessarily mean that plagiarism is not happening. The reality at Lingnan University is that some students routinely plagiarise footnotes and even lists of references. This is a particularly subtle form of plagiarism which is likely to go undetected if academics become complacent in their use of aids such as Turnitin. In his workshop, Hampton shows examples of students copying or paraphrasing parts of a relevant Wikipedia page then copying and pasting the accompanying Wikipedia footnotes and part of the reference list without having even looked at the sources. A Turnitin study (Turnitin, 2011) itself confirms that socially-constructed websites are the most common sources for plagiarism, with Wikipedia being the most popular site for student copying.

²For more information on what Turnitin can and cannot do, see the resource 'Hands-On Guide #1: Turnitin, Plagiarism and Assessment' available on the CAOBE site at:

http://tfc.ln.edu.hk/cao/be/sites/default/files/HG1_Turnitin_Plag_Ass.pdf

Hard copies are also available from the TLC.

Hampton (2016) also reinforces that the Turnitin Similarity Index is not automatically equal to the amount of plagiarism, particularly in these cases and especially if the bibliographical material is excluded. This is because Turnitin does not identify uncited paraphrases, summaries or translations, and neither does it tell you whether the student has actually read the sources he/she has cited or referenced. There will always be a need for the teacher to dig deeper, check sources against the students' writing, exercise their subjective professional judgement and perhaps question the student further to confirm their suspicions.

In other words, although it can be indicative, an aid in pointing to possible plagiarism, Turnitin can never be a substitute for a teacher's professional judgement. The TLC (2017) workshop in particular stresses that it is important for staff to understand both the strengths and weaknesses of the Turnitin program so that they can use it more effectively, as an aid in grading papers rather than thinking of it as a foolproof method of finding plagiarism.

Teachers cannot simply rely on the Turnitin report to indicate any degree of plagiarism in a students' paper. It is imperative that teachers always use their professional judgment. They must diligently check the text matches as well as look at other evidence in the paper that Turnitin has not highlighted, such as in-text cues and references. (For more ideas on how to spot possible plagiarism, see section 2.3.4 on 'After Assessment'.) Lingnan University's (2017a, point 13.2) Assessment Guidelines on Academic Integrity recognize the need for this, and state that a tool such as Turnitin is simply 'a minimum point of reference'.

In fact, speaking of Turnitin, Carroll (2004b, p. 8) observes that 'using the tool on its own without adopting a range of measures to ensure a holistic and supportive institutional framework, is not good practice and could threaten students' engagement with their learning and their relationship with the institution.' The next section will take up this theme of a more holistic overall approach to the issue of plagiarism.

- 1.5 Highly recommended resources: Plagiarism and Turnitin

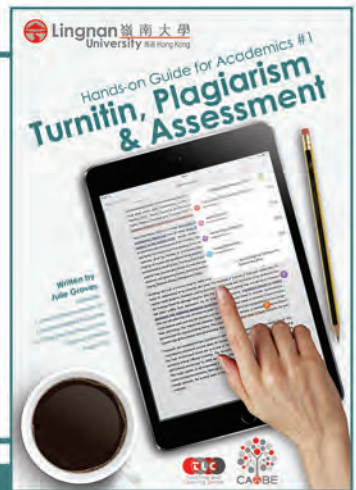
Resource #1:

Groves, J. (2017). Hands-on Guide for Academics #1: Turnitin, Plagiarism and Assessment. Hong Kong: Centre for Advancement of Outcomes-Based Education, Teaching and Learning Centre, Lingnan University.

Hard copies are available from the TLC or the CAOBE.

A soft copy is available online at:

http://tlc.ln.edu.hk/caobe/sites/default/files/HG1_Turnitin_Plug_Ass.pdf



Resource #2:

TLC. (2017, March 17). Workshop on Smart Use of Turnitin. Workshop in Teaching and Learning Centre, Lingnan University, Hong Kong. Retrieved from <https://study.ln.edu.hk/tlc/events/workshop-smart-use-turnitin>



Prof. James Pounder,
Teaching and Learning Centre



Professor Mark Hampton,
History Department



Mr James Chong,
Teaching and Learning Centre



Starting from Term 2, 2016-17, Turnitin has been a mandatory platform for submitting written assignments in all courses at Lingnan. Apart from detecting plagiarism, Turnitin can also help teachers grade assignments efficiently and give timely feedback to students' work.

This workshop will demonstrate

- how to create assignments within Turnitin in Moodle courses
- how to use Turnitin to mark assignments and give feedback to students' work
- how to read Turnitin similarity reports

- Facilitators: **Prof Jim Pounder**, Director of Teaching and Learning
Prof Mark Hampton, Department of History
Mr James Chong, System Consultant, Teaching and Learning Centre

Resource #3:

Hampton, Mark (2016) Workshop on Plagiarism and Turnitin: Your students are plagiarizing and you don't know it ... and they may not know it either, Lingnan University, March 1, 2016. <http://study.ln.edu.hk/tlc/events/workshop-plagiarism-and-turnitin>



Your students are plagiarizing and you don't know it... and they may not know it, either.

This workshop will facilitate a discussion of how colleagues can address the problem of plagiarism on campus. It will explore strategies for teaching students how to distinguish correctly between their ideas and those of others, and to give proper acknowledgement. It will also demonstrate how to use Turnitin software – especially noting the fact that Turnitin's raw originality score is almost an entirely useless number that often misleads faculty.

▪ Educate ▪ Prevent
▪ Detect ▪ Respond



Educate

ВОСПИТЫВАТЬ

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教育します

**教
育**

2

The Solution: A Balanced, Holistic Approach

Deterring plagiarism will always be more time-efficient than detecting and punishing offenders, although both are necessary; it is the balance that is most important to consider. While most strategies should be proactive, aimed at reducing the incidences of plagiarism, a reactive strategy is also necessary, which includes responding immediately when any form of plagiarism is detected. Institutional policy, program and course procedures and teacher practices must be in alignment and integrated into an overall co-ordinated, balanced approach. Devlin (2002, p. 8) summarizes the needed responses into a three-point plan:

THREE-POINT PLAN

1. *"Make expectations clear to students.*
2. *Design assessment to minimize opportunities for plagiarism.*
3. *Visibly monitor, detect and respond to incidences of plagiarism."*

This section of the guide will roughly follow Devlin's three-point plan, splitting point one into two parts (making expectations clear overall and educating students in the classroom), in order to bring together practical suggestions as to how to put a balanced, holistic approach into practice.

- 2.1 In the Institution - Making Expectations Clear

2.1.1 What constitutes plagiarism?

Academic and policy decisions must be combined in a systematic and balanced way. Firstly, there needs to be common understanding across the institution (incorporating both staff and students) as to what constitutes plagiarism and how cases will be handled. While academics are often confident they can identify plagiarism, in practice it is not always easy to achieve agreement. Carroll and Appleton explain:

"Any discussion that goes beyond a dictionary definition will soon reveal considerable variation in understanding ... Before staff can explain their university's definition (and more importantly, make it live through worked examples for students who may be from a completely different culture) there must be a consensus understanding of the term."
(Carroll & Appleton, 2001, p. 4)

To illustrate this potential difficulty in agreeing what constitutes plagiarism in practice, take a look at the following exercise, found in Devlin (2002, p. 6). This describes 'six ways to use sources'. We would agree that that first one represents blatant plagiarism, while the last one is acceptable. Teachers need to not only agree on where on the scale plagiarism starts or stops, but also be able to explain why.

WHERE WOULD YOU DRAW THE LINE?

To illustrate the grey areas that can emerge on a plagiarism continuum, and as a starting point for discussion, Devlin (2002) lists these six possible (but not exhaustive) ways to use sources.

Suggested Exercise: Confer with a colleague and agree on which of these constitute clear plagiarism, which are acceptable, where you would both draw the line between acceptability and unacceptability, and why. It is important not just to agree, but to be able to explain why in a way that both lecturers and students could understand.

- “1) Copying a paragraph verbatim from a source without any acknowledgment.
- 2) Copying a paragraph and making small changes - e.g. replacing a few verbs, replacing an adjective with a synonym; acknowledgment in the bibliography.
- 3) Cutting and pasting a paragraph by using sentences of the original but omitting one or two and putting one or two in a different order, no quotation marks; with an in-text acknowledgment and a bibliographical acknowledgment.
- 4) Composing a paragraph by taking short phrases from a number of sources and putting them together using words of your own to make a coherent whole with in-text acknowledgments and a bibliographical acknowledgment.
- 5) Paraphrasing a paragraph by rewriting with substantial changes in language and organisation; the new version will also have changes in the amount of detail used and the examples cited; citing source in bibliography.
- 6) Quoting a paragraph by placing it in block format with the source cited in text and in bibliography.”

(Devlin, 2002, p. 6, original source untraceable. Devlin, 2002, can be found at: http://melbourne-cshe.unimelb.edu.au/_data/assets/pdf_file/0009/1770714/PlagMain.pdf)

The 'Plagiarism Spectrum' drawn up by Turnitin (2012) is another resource that might be useful in helping either teachers or students to understand why the issue of plagiarism is not so cut-and-dried as it may at first seem. As discussed in the previous section (1.4), this resource lists no less than ten different types of plagiarism, ordered according to severity. It also goes on to give practical examples of each type and to rate each type at a different level of being 'problematic', as judged by secondary and higher education instructors. Although all types were labelled as plagiarism at some point on the spectrum, it is likely that the understanding of students may not match that of teachers as to the unacceptability of some of these types. The use of examples such as these, or exercises such as Devlin's (2002) mapping exercise above, could bring mismatches to light and be helpful in bringing both staff and students to a consensus of what is acceptable in practice.

2.1.2 Access to Plagiarism Resources

For student awareness, instead of relying on the usual orientation lecture or online plagiarism policies, a student-friendly guide (both hard and soft copy) could be handed out to all students.

In order to aid application of their understanding, it could also be made compulsory for all students to successfully complete a quiz on plagiarism, as is now the practice at Lingnan University. Many example quizzes, many interactive and some with tutorials, are already to be found on the web⁵. One university moving towards a more holistic approach, as reported in Devlin (2006), drew all plagiarism resources together into one central comprehensive website accessible by all students and staff. This included the institution's definition of plagiarism, a quiz and FAQs for students, a link to a plagiarism workshop and many other resources and links for both staff and students. One innovative feature was a quiz for staff 'that points at the ways in which they can reduce opportunities and reasons for plagiarism' (Devlin, 2006, p. 51).

2.1.3 Dealing with plagiarism cases

Once definitions and examples of plagiarism are agreed upon within the institution, there must also be established and highly visible procedures for monitoring, detecting, punishing and/or re-educating (Devlin, 2006). Carroll and Appleton (2001, p. 5) advocate that 'informing students of the effect that plagiarism could have on their academic career by means of recent real (but anonymous) cases can also help deter potential misconduct'. Those students who deliberately plagiarize and don't respond to 'learning-focussed interventions' may be deterred by the fear of the consequences from being caught (Carroll, 2009, p. 129).

It is recommended to keep a register of plagiarism incidences which is reviewed semi-regularly, in order to identify repeat offenders and to find trends and gaps so that policy and procedure can be modified accordingly (Carroll, 2004b). Carroll and Appleton (2001) recommend that assessment and disciplinary processes be separated. Some (larger) institutions have designated officers for dealing with plagiarism cases. These are responsible for interviewing students found plagiarizing and determining what action should be taken in line with institutional policy, so that consistency is maintained across the campus (Carroll 2004b).

Generally, serious plagiarism cases are dealt with at a senior level. Carroll and Appleton (2001, p. 33) recommend that, ideally, one to two staff from each subject area be trained and work together across the institution as a team. It is then also possible to 'establish "fast-track" disciplinary procedures for dealing with minor and uncontested cases of plagiarism'.

Section 2.1 – Key points

- **Ensure common understanding among both staff and students about what constitutes plagiarism**
- **Ensure all staff and students have easy access to information and resources about plagiarism.**
- **Have agreed-upon procedures for monitoring, detecting and responding to plagiarism cases which are transparent to both staff and students.**
- **Keep a register of plagiarism offenders.**
- **In larger institutions, designate special officers for dealing with plagiarism cases.**
- **Deal with only serious cases at senior level. "Fast track" procedures can be developed to deal with minor, uncontested cases.**

⁵For a list of some of these, go to the CAOBE's Online Repository, Best Practice section, under 'Dealing with Plagiarism', accessible through the 'Resources' page: <http://tlc.ln.edu.hk/caobe/resources..>

- 2.2 In the Classroom - Educating Students

Additionally, when dealing with first year students in particular (or students in the first year of their major study), Devlin (2002) advises

it would be appropriate 'to provide genuine opportunities for these students to learn the appropriate academic conventions, and the rationale behind them. One way to provide such opportunities is ... to develop instructional materials and workshops tailored to the discipline and other requirements particular to students' work. (Devlin, 2002, p. 5)

This leads onto the point that teachers need to devote significant amounts of class time to teaching academic honesty. Active learning methods must be used. Exercises such as distinguishing between plagiarized and non-plagiarized texts, quizzes and peer reviewing are useful. Students need to be taught and given practice at the skills of paraphrasing, summarizing and synthesizing, and shown how proper citation strengthens their writing. They need to get feedback on their efforts, to see others' writing and to refine their own.

Klausman (1999, p. 209) states it is necessary to teach students about the different types of plagiarism and how to avoid them by working through examples (as suggested in the previous section). This includes what he calls "paraphrase plagiarism" and "patchwork plagiarism," which are usually unintentional due to incomplete understanding or lack of writing skills. "Paraphrase plagiarism" happens when paraphrasing is not done well enough, while "patchwork plagiarism" consists of "patching together" ideas of another writer without attribution. As Carroll (2009, p. 121) points out, 'patch writing is plagiarism but, more importantly, it is a signal for more teaching and the need for more learning.' It often signifies a middle stage in a student's steps, from a simplistic understanding of plagiarism as simply meaning direct copying, towards meeting the requirements for 'fully competent academic writing'.

A novel and very positive approach to minimizing plagiarism is presented in an article by Elander et al (2010) and reviewed in Elander (2015). Noticing that the tone of much teaching on avoiding plagiarism and its consequences was negative, Elander realized that the opposite of plagiarism would be authorship, and that the desired outcome of such teaching should be the development of students' sense of authorial ownership of their own work.

Subsequently a classroom intervention was designed which aimed to develop in students a positive sense of identity as an author – a writer who is building his/her own case and supporting it by judiciously interpreting and choosing appropriate material, as opposed to the student being an editor who is merely stringing together others' sources. The responsibilities of an author were discussed and the kinds of 'authorial decisions' students will need to make when writing academically were considered, including issues related to plagiarism. High profile plagiarism cases were also discussed and lessons drawn. As a result, most students' reported greater understanding of what constitutes plagiarism and more confidence in writing; a decrease in unintentional plagiarism was also found, especially among year one students.

Approaches which prioritise learning engage students' time and authenticate their effort. Such approaches aim to shift students' understanding towards what is valued in their own learning – that is, making original work and transforming transmitted knowledge into higher cognitive levels of thinking where they create new understandings and analyse and evaluate knowledge.' (Carroll, 2009, p. 129)

Overall, it is important to create an environment of inquiry where students are encouraged to discuss the issue. An atmosphere of engagement and interest is more fruitful than one focussed on 'detection and punishment (Devlin, 2002). Students must come to value correct attribution of work just as they value every other part of their academic schooling (Carroll & Appleton, 2001, p. 6). Bailey (2011, "What Teachers Can Do," point 1) advises, 'teach students clearly what it is and how to avoid it. Discuss plagiarism openly and without scare tactics.' Revisit plagiarism-related topics and skills at key points in the course and curriculum. Plagiarism is also less likely to occur if teachers can show that they are interested in their students' work, respond to their feedback and put time into devising useful and creative assessment tasks (Carroll, 2004a). This point will be covered in the next section.

Section 2.2 – Key points

- **Develop instructional materials and workshops tailored to the disciplines and students' needs, especially for first year students.**
- **Devote significant time to teaching and allowing students to practice relevant academic writing skills.**
- **Try to develop a positive sense of identity among students as authors in their own right rather than editors stringing sources together.**
- **Create and maintain an environment of inquiry, involvement and interest.**
- **Revisit plagiarism-related topics and skills at key points in the course and curriculum.**

▪ Educate ▪ Prevent
 ▪ Detect ▪ Respond

by filling in
 能代表你的意

Strongly Disagree
 非常不同意

workload was well organized.
 此學科的工作量合宜。

3. The course was useful.
 此學科有用。

4. The various course components (e.g. lectures, tutorials, seminars, projects, etc.) were well integrated. (Fill in **N** if not applicable.)
 此學科的各個部份(如講課、導修課、研討課、研究計劃等)互相配合適宜。(如不適用請選 **N**。)



ING CHINA LTD. TMK40496

Prevent 預防
 Verhindern
 Не допустить
 Prévenir
 防ぐ 막다

- 2.3 In Assessment: Designing Appropriate Tasks

According to Bailey (2011, "Why Students Blame Teachers," para. 3), teachers may unwittingly be encouraging plagiarism in three ways:

- Giving assignments on topics that are unengaging and easy to plagiarize.
- Giving students too high a workload, either for individual courses or horizontally, across courses, leaving them insufficient time to prepare well.
- Appearing not to show much interest in their students' assignments.

Although there is no 'one-size-fits-all' plagiarism prevention solution, and we certainly cannot allow the students to blame the teachers, assessment 'holds a key place in the overall management of student plagiarism' (Carroll, 2009, p. 125). The above three reasons hold some keys to reconsidering assessment design and response in a way that will discourage plagiarism and encourage students to do their own work. In Carroll's words (2009, p. 125), 'by linking plagiarism and learning, it is possible to adopt measures which shape and direct student efforts towards the learning outcomes so they do their own work because there is little alternative'.

What follows are some practical ways of rethinking assessment in order to minimize students' chances of being able to plagiarize and, in so doing, maximizing their opportunities to learn. Note that some suggestions may be more suitable than others for different departments.

2.3.1 Before Assessment

Minimize the number of assessment tasks during the semester in order to reduce pressure on students and therefore the temptation to plagiarize. It is also recommended to try to coordinate due dates for major assignments 'horizontally' across courses within a program (Devlin, 2003).

Counter student procrastination, which often leads to greater temptation to plagiarize. Evans (2000, "Prevention", para 4) concludes, 'the time between an assignment being made and an assignment being completed is inversely proportional to the degree of panic in a student.'. Carroll (2009, p. 127) points out that 'students who delay work until the last minute often see little alternative to plagiarism.' You can help with students' time management and 'time on task' by strategies such as incorporating early peer review of drafts, requiring them to log their progress on an online forum, or chunking and monitoring tasks – this can be as simple as asking for an outline or verifying student drafts by signing and dating (not necessarily marking) them.

Make sure the students have the skills required to complete the task you have assigned them – generic as well as discipline-specific skills (Carroll, 2009). This is similar to the preceding point, 'Include in assessment regimes mini-assignments that require students to demonstrate skills in summarizing, paraphrasing, critical analysis, building an argument, referencing and/or citation.' (Devlin 2002, p. 9) Also consider whether they know where and how to find appropriate sources.

'By designing in teaching and apprenticeship-type practice of academic skills and by designing out easy chances to copy and find answers, teachers encourage learning.' (Carroll, 2009, p. 129)

2.3.2 When designing assessment tasks

Design assessment tasks that cannot easily be plagiarized:

- For writing tasks, 'use prompts that can't be Googled, require multiple drafts and include in-class portions when possible.' (Bailey, 2011, "What Teachers Can Do," point 2)
- Give in-class assignments but with preparation allowed beforehand.
- Set tasks that test learning outcomes related to creation, analysis or evaluation (the higher order thinking skills from Bloom's Taxonomy), for which answers cannot readily be found – they are less easy to plagiarize than those requiring collection, description and presentation of information. These are more appropriately tested in an examination setting rather than through coursework.
- Use essay or assignment tasks that combine theory and examples or use personal experience, such as a field trip report, a personal reflection or a task that has multiple possible answers.
- Require that students integrate several different types of specific input, e.g. assigned readings, lecture content, field learning, etc.
- As already suggested above, stage the tasks so that process is assessed as well as product; this way the students are walked through the process of developing skills related to using source material at the same time.
- Don't just rely on the standard essay format. Experiment with different types of tasks which encourage originality, such as case studies, timed open book essays, debates, portfolios, information leaflets, youtube video clips, poster presentations, reflective logs, student-led conferences, etc.
- Where group-work is utilized, have students submit individual assignments.

Set topics shrewdly:

- 'Assessment tasks need to be set on different topics to the exemplars from the previous year, so as not to tempt students into plagiarism. Setting different assignment topics each year is in any case best practice for supporting students' development of academic honesty' (James et al 2002 as cited in Hendry, 2013, p. 139)
- Rather than setting assignments on general topics, design tightly bounded assignments which are directly related to the content and focus of the subject being taught as well as being relevant to the students.
- Where a well-known figure or event is under discussion, individualize the task by asking students to make some kind of comparison with a recent figure or event.
- Local, unique or relevant current events can be utilized, as there is unlikely to be relevant material freely available.
- Use a 'meta-essay' or 'meta-assignment' where students are asked to discuss what they learned from their assignment or what problems they encountered and how they overcame them. According to Evans (2000), these kinds of topics have the added benefit of forcing the students to think more deeply about their own learning processes.

'The problem of plagiarism can be turned around into positive learning experiences.'
(Badge et al., 2011, p. 58)

▪ Educate ▪ Prevent
 ▪ Detect ▪ Respond



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2.3.3 Assessment submission

Ask for evidence for the use of sources where references/citations are involved, such as:

- submitting annotated bibliographies.
- noting the CALL number of each paper source they cite.
- noting the access date for every site they use.
- including an appendix with photocopies of any references they have used, or at least a copy of the first page of each source.
- allowing the use of only very recent sources, e.g. within 2 or 5 years.

Require that students sign and affix a cover sheet defining plagiarism when writing tasks are submitted. A sample of a Students' Declaration Against Academic Dishonest Practice is available linked off this Lingnan webpage (Lingnan University 2017c): <https://www.ln.edu.hk/info-for/students/orientation/academic-integrity>

Use electronic text-matching detectors such as Turnitin, which will not only compare students' work with other resources, but also with the assignments of others in the same course as well as assignments submitted previously by the same student (i.e. possibly finding auto- or self-plagiarism). When students know that such measures are in place, this act as a deterrent, even if this cannot catch every case.

Familiarize yourself with the available resources related to the assignment topic. In particular, check the content and footnotes for any Wikipedia site related to your topic. Hampton (2016) points out that if all or most of a student's footnotes are all listed on the one Wikipedia page, it is possible they may have paraphrased portions of the content on that page and not actually read the sources themselves. In this case, the student may be guilty of plagiarizing in two areas: the main text of Wikipedia (by paraphrasing and failing to cite Wikipedia, which is the source actually used) and the footnotes (by copying and pasting them). Investigate further online and talk candidly with the student if necessary.

2.3.4 After assessment

Check important written assignments:

- Watch out for in-text cues - suspicious phrases, odd synonyms, changes in discourse style (such as voice, tone or emphasis, Park, 2004), font or spelling conventions, lack of flow between paragraphs or ideas, patches of expert writing or slightly off-topic responses.
- Be suspicious of changes in or unusual formatting, unusual or outdated references, references to works not locally available or unpublished sources, or references in unusual formats.
- Orally assess random portions of your classes through a viva to check they are familiar with their own content, or assign brief oral presentations. These can include information about the process of working through the task as well as the finished product.

If plagiarism is suspected, the usual next step would be to talk with the student personally. Other ideas are:

- Make up a short cloze test from the student's own writing to see if they have understanding of what they have written. Or give an in-class or supervised task.
- Require students to show evidence of how their coursework was created, for instance by asking for drafts or workings, or by asking for reasons why they chose a particular approach.

Section 2.3 – Key points

- Consider students' overall workload, not just within courses but across programs.
- Counter student procrastination by staging assignments in steps.
- Make sure students have the skills required to complete the assigned tasks.
- Design assessment tasks with prompts and formats that cannot easily be plagiarized.
- Set topics that are different to past years, relevant and interesting to the students, with content unique to the topic that cannot easily be googled.
- Ask for evidence for the use of sources.
- With all assignments, require students to include a signed cover sheet with a declaration against plagiarism.
- Utilize Turnitin as a deterrent but realise it cannot catch every case.
- Familiarize yourself with common resources related to your assignment topic.
- Check assignments for suspicious in-text cues, unusual formatting or referencing.
- If plagiarism is suspected, use various means to check if your apprehensions are founded.

▪ Educate ▪ Prevent
▪ Detect ▪ Respond



Respond 응창 성가 檢測

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- 2.4 In Dealing with Incidences of Plagiarism: The Need for Fairness and Consistency

Incidences of suspected plagiarism must be dealt with instantly, or it sends a signal that plagiarism is acceptable. Following up on these is labour-intensive and time-consuming, but vital for maintaining higher standards of academic integrity in the long-term. If students get away with plagiarism the first time(s), they are more likely to do it again (Park, 2004). If 'minor' cases are ignored, we may end up with messy major cases on our hands later, requiring even more time and affecting the image of the institution.

Park (2004) stresses many valid reasons that it is necessary to confront the problem of plagiarism where it might be easier to just ignore it.

Turning a blind eye to student plagiarism is not an appropriate response for a variety of reasons, including fairness to students who do not plagiarize, preserving the academic credibility and reputation of the institution, promoting both the theory and the practice of academic integrity amongst all staff and students, fostering a sense of responsibility amongst students and promoting good study skills and independent learning. (Park, 2004, p. 291)

In minimizing plagiarism, Carroll (2004b) asserts that the role that senior managers play is key and the Centre for Academic Integrity (CAI, 1999) recognizes the necessity of giving support to those faculty who follow the laid-down policies and procedures for detecting and dealing with plagiarists. However, it is the responsibility of all staff to ensure that institutional policy standards and procedures are explicitly and consistently applied. It is unfair to other students, for instance, if one Lingnan University student is referred to the Student Disciplinary Committee while another in the same situation is dealt with privately. To prepare for dealing with plagiarism, Devlin (2002) states that faculty should be able to answer these questions:

- What constitutes serious plagiarism?
- How will I know if the work is plagiarized?
- What will I do once I find out the work is plagiarized?

Plagiarism cases are often not clear-cut and require judgment calls. In confirmed cases, it is important to consider the degree of intention to cheat along with the extent and type of plagiarism; cases usually need to be dealt with on an individual basis. Broadly speaking, there are two possible responses, which are not necessarily mutually exclusive (Devlin, 2002):

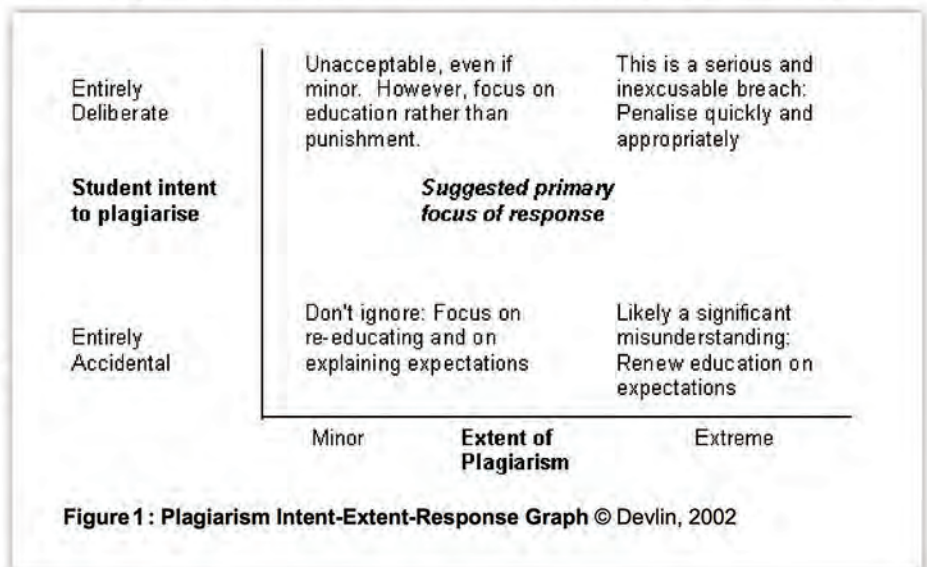
- **educational** (renewing educative strategies, i.e. teach/reteach why and how to avoid doing it again), and/or
- **punitive** (penalizing of offenders).

It is important to recognize that 'all plagiarism is not equal' (Devlin, 2002, p. 2).

A learning-focussed reactive strategy would recognize there are varying degrees of:

- 1) Students' intention to plagiarize (intentional versus unintentional) (Devlin, 2002)
- 2) Extent of plagiarism (from very minor to extremely major) (Devlin, 2002)
- 3) Students' reasons for plagiarizing (lack of academic skills / lack of understanding of the requirements / lack of time or stress management skills / laziness or lack of interest in the topic / other reasons) (Park, 2003)

Different combinations of these factors should lead to different responses to confirmed plagiarism cases, as summarized briefly in this chart from Devlin (2002, p. 7) (Figure 1). Devlin's recommendations are particularly noteworthy, because they came out of a large-scale study of how plagiarism is treated in a number of universities.



Do not always assume that

suspected plagiarism is intentional. Even with intentional plagiarism, there is a complex combination of contributing factors and motivations which need to be taken into account. Where plagiarism is found to be minor and unintentional, 'understand that mistakes happen and treat them as chances to teach, not discipline.' (Bailey, 2011, 'What Teachers Can Do,' point 4)

Serious plagiarism usually needs to be referred on and dealt with on a case-by-case basis at a more senior level, in accordance with institutional policy. In between the two extremes, apart from lack of relevant academic skills, a contributing issue to 'minor' but intentional plagiarism is often lack of time management skills, or workload pressure. Devlin (2002) therefore recommends also offering support to the students to manage these factors. Responses could range from referral to language advisors, study skills support, appropriate resources or counselling, among others.

An important point is that "all cases [are] guided to the appropriate support and resources to ensure they have the necessary skills and information to avoid it in the future" (MacDonald & Carroll, 2006, p. 240). This may not be just academic skills directly related to plagiarism but study skills support or other types of counselling as required; i.e. to deal with the real issues behind each offence, which may vary from case to case.

Section 2.4 – Key points

- Act in a timely manner when plagiarism is uncovered.
- Ensure all staff are following the policies and procedures fairly.
- When cases are confirmed, consider the degree of intentionality along with the extent of plagiarism.
- Respond appropriately with either educational and/or punitive measures.

3

Conclusion

To sum up, in order to minimize plagiarism, a holistic approach is recommended. The main purpose of such an approach is to discourage students from taking the easy route out of learning through plagiarizing, and to direct them instead to engage in their learning, using higher order thinking skills to think and solve problems creatively, constructing and applying new knowledge with originality. Only in this way can the aims of higher education be achieved.

This needs a coordinated, multidimensional effort involving staff at all levels, agreed-upon and transparent institutional policy and procedures as well as focused learning and assessment strategies both inside and outside of the classroom. To finish with, the words of Jude Carroll express the objectives and modes of a holistic, educative approach most clearly:

'For most students most of the time, using strategies that support and encourage learning and which discourage or remove opportunities for copying will tip them into doing their own work, whether they want to or not. Rethinking assessment and course design can only be effective if it operates in conjunction with other actions designed to deal with student plagiarism such as good induction, well-resourced skills teaching, written guidance, and procedures that are used and trusted by teaching staff. Thus, the institution as a whole needs an integrated series of actions to ensure its students are capable of meeting the requirement that they do their own work because it is only in this way that they do their own learning.' (Carroll, 2009, p. 130)

4

Highly Recommended Resources

LINGNAN UNIVERSITY RESOURCES

These resources are all available publicly.

Teachers, find out what your students are really up to!

This one-hour seminar uncovering hidden plagiarism and some of its myths is a must-see.

Hampton, M. (2016). *Workshop on Plagiarism and Turnitin:*

Your students are plagiarizing and you don't know it ... and they may not know it either [Video], Workshop in Teaching and Learning Centre, Lingnan University, Hong Kong., March 1, 2016.

Retrieved from <http://study.ln.edu.hk/tlc/events/workshop-plagiarism-and-turnitin>

To find out more about the use of Turnitin specifically, watch this Lingnan University workshop video. It includes the strengths and weakness of Turnitin, advice on how to use it more effectively, and a practical demonstration of how to use Turnitin.

TLC. (2017). *Workshop on Smart Use of Turnitin* [Video].

Workshop in Teaching and Learning Centre, Lingnan University, Hong Kong, March 17, 2017. Available at: <https://study.ln.edu.hk/tlc/events/workshop-smart-use-turnitin>

This handy hard-copy guide includes

- **what Turnitin can and can't do and screenshots of how to use it,**
- **what teachers can do in other areas to minimize the chances of students plagiarizing**
Groves, J. (2017). *Hands-on Guide for Academics #1: Turnitin, Plagiarism and Assessment*. Hong Kong: Centre for Advancement of Outcomes-Based Education, Teaching and Learning Centre, Lingnan University. Also available at:
http://tlc.ln.edu.hk/caobe/sites/default/files/HG1_Turnitin_Plag_Ass.pdf

For links to online plagiarism quizzes and tutorials for students, or guides for teachers or institutions, go to the CAOBE's Online OBE Repository.

Once in the repository, go to the 'Practice' section and click on 'Dealing with Plagiarism.'

CAOBE. (2017). Online OBE Repository. Retrieved from:

<http://tlc.ln.edu.hk/caobe-repository/>

EXTERNAL RESOURCES

Good places to start if you are a teacher with little time!

1. One concise page with much useful, practical advice on how to deter plagiarists through employment of different types of strategies.

Carroll, J. (2004a). *Deterring, detecting and dealing with plagiarism*. Oxford Brookes University: Oxford Centre for Staff and Learning Development. Available at:

<https://www.brookes.ac.uk/services/ocsltd/resources/plagiarism.html>

2. For ideas specifically on how to design assessment tasks to minimize plagiarism and cheating, go to one of these short Guides.
University of Wollongong, Australia.(2012). Good Practice Guides: Designing Assessment Tasks to Minimize Plagiarism.. Available at:
<http://www.uow.edu.au/curriculum-transformation/goodpractice/UOW008507.html>
Edith Cowan University, Centre of Learning and Development. (n.d.) How to design assessment tasks to avoid plagiarism. Available at:
https://intranet.ecu.edu.au/_data/assets/word_doc/0009/649773/Plagiarism-design-assessment.docx

The best place to start if you want an overall understanding of the problem and practical solutions.

This downloadable document covers how to determine what plagiarism is, how to treat it and offers a comprehensive framework which includes 36 strategies to minimize plagiarism, incorporating both proactive and reactive measures.

Devlin, M. (2002). Minimizing Plagiarism. An expanded excerpt from James, R, McInnis, C & Devlin, M. (2002) *Assessing Learning in Australian Universities: Ideas, strategies and resources for quality in student assessment* [Online Book], pp 37-46. Centre for the Study of Higher Education. Devlin excerpt available at:
http://melbourne-cshe.unimelb.edu.au/_data/assets/pdf_file/0009/1770714/PlagMain.pdf

For description and examples of different kinds of plagiarism, ordered from most to least serious, including data on how common and problematic each type is, check out the results of this comprehensive survey conducted by Turnitin.

Turnitin. (2012). White Paper: The Plagiarism Spectrum - Instructor Insights into the 10 Types of Plagiarism. Available at:
<http://www.ed.ac.uk/files/atoms/files/10-types-of-plagiarism.pdf>

For more detailed understanding of an educative approach to plagiarism, read this case study of a 'Minimizing Plagiarism Project' in an Australian university which contains a wealth of information about policy and practice relating to academic honesty in higher education. It details the emerging, multi-layered 'educative approach' which was implemented across the entire university.

Devlin, M. (2006). Policy, Preparation, and Prevention: Proactive minimization of student plagiarism. *Journal of Higher Education Policy and Management*, 28(1), 45-58. Also available online at: <http://dro.deakin.edu.au/eserv/DU:30006665/devlin-policypreparation-2006.pdf>

To understand the issues from a student's perspective, read this chapter which introduces the educative approach as an alternative values system and gives many practical ideas gleaned from consultation with students.

Badge, J., Yakovchuk, N., Hancock, A. & Porter, A. (2011). Working Together to Reduce Plagiarism and Promote Academic Integrity: A collaborative Initiative at Leicester. In Little, S. (Ed.). (2011). *Staff-Student Partnerships in Higher Education*. London : Continuum International Publishing Group, 48- 61.

To understand how plagiarism and its solutions link with constructivism and an

outcomes-focussed approach, read this chapter. It finishes with a set of question prompts with practical ideas that teachers can use when designing assignments and assessments in order to encourage learning and discourage plagiarism.

Carroll, J. (2009). Plagiarism as a Threat to Learning: An Educational Response. Chapter 7 in Joughin, G. (Ed.). (2009). *Assessment, Learning and Judgement in Higher Education*, Dordrecht, London: Springer, 115-131.

For information about a classroom intervention intended to reduce unintentional plagiarism through strengthening students' sense of identity as an author, read this article. Appendix 1 has a summary of the content and activities for the stages of the intervention.

Elander, J., Pittam, G., Lusher, J., Fox, P., & Payne, N. (2010). Evaluation of an intervention to help students avoid unintentional plagiarism by improving their authorial identity. *Assessment & Evaluation in Higher Education*, 35(2), 157—171. Also available at: <http://www.writtenow.ac.uk/wp-content/uploads/2010/12/elander-et-al-2010-aehe-authorial-identity-intervention.pdf>

For an overall institutional response involving review or implementation of policy, try these two very readable reports.

1. This report by Carroll advocates a top-down approach and walks the reader through every stage that would be necessary for reviewing and implementing policy and procedural changes relating to plagiarism.
Carroll, J. (2004b). *Institutional Issues in Deterring, Detecting and Dealing with Plagiarism*. Joint Information Systems Committee Plagiarism Advisory Service. Available at: <http://www.webarchive.org.uk/wayback/archive/20140614195755/>
http://www.jisc.ac.uk/publications/briefingpapers/2005/pub_plagiarism.aspx - scroll down to 'Full Report' for the complete article.
2. This Report, written in the form of a Good Practice Guide, sets out clear steps for an institution to follow in order to combat plagiarism, combining a range of teaching and learning strategies with fair and effective policies and procedures.
Carroll, J. & Appleton, J. (2001). *Plagiarism: A Good Practice Guide*. Report prepared for Joint Information Systems Committee, Oxford Brookes University. Available at: <http://www.webarchive.org.uk/wayback/archive/20140614152728/>
<http://www.jisc.ac.uk/media/documents/programmes/plagiarism/brookes.pdf>

For further references on plagiarism and how to detect and deal with it, please feel free to contact the CAOBE Manager.

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Appendix 1:

How do Lingnan University students learn how to avoid plagiarism?

Mandatory courses/resources

BEGINNING OF FIRST YEAR

New Students' Orientation

Short video summarizing that unless something is common knowledge, they must cite the source, whether they have quoted or paraphrased.

Students' Guide to Campus Life booklet

A 2-page appendix with basic information on what plagiarism is and how to avoid it.

DURING FIRST YEAR

Mandatory Online Plagiarism Awareness Tutorial

Covers what plagiarism is, identification and examples of plagiarism, how to quote, paraphrase and summarize, strategies for avoiding plagiarism, available resources. *There are links to this in both the Staff and Student portals.*

First-year Core English CEAL courses (LCE 1010 & LCE 1020)

Excellent material that is well-organized and staged so that students should have developed and practiced all the academic/writing skills they need to not plagiarize by the end of year 1.

REST OF UNIVERSITY LIFE

Turnitin

All written assignments must be submitted using Turnitin; a constant reminder to be vigilant.

Major courses

Lecturers are advised to revisit plagiarism-related topics and skills, especially before major assignments. This includes any discipline-specific skills needed such as citation and referencing conventions for the discipline.

Declaration form

Students are required to submit a signed declaration form when submitting coursework.

Appendix 2: Other plagiarism resources/services available to students

CEAL (Centre for English and Additional Languages)

ELSS (English Language Support Service) & VETs (Visiting English Tutors) – Drop-in Centre
A self-access centre manned by the VETs aiming to help students with personalized language/study skills advice or practice, plus providing Writing / Listening / Speaking / Reading Assistance Programs
<http://webapp.ln.edu.hk/ceal/elss/>

Presentation on plagiarism

A link to a powerpoint presentation on 'Plagiarism: What it is and how to avoid it' in LCE1010 (year 1, sem 1) Coursebook Introduction

TLC (Teaching and Learning Centre)

TLC – webpage with link to Online Plagiarism Awareness Tutorial and other useful links
<https://study.ln.edu.hk/tlc/plagiarism-resources-student>
This site is currently under re-construction and will be expanded.

LIBRARY

Library website: Guide on Bibliography & Plagiarism

Includes pages on citation, paraphrasing, quoting and bibliographies, how to avoid plagiarism and a link to the Online Tutorial on Plagiarism Awareness.
http://libguides.ln.edu.hk/bibliography_plagiarism

Open workshop on “Introducing Library Resources and Information Literacy Skills

This includes a section on plagiarism.
<http://www.library.ln.edu.hk/services/library-workshops/course-descriptions>

Workshops specially designed at the request of specific departments to be embedded in a course

Some of these include components on plagiarism. The library invites Departments to request tailor-made workshops. All current workshops are listed at:
<http://www.library.ln.edu.hk/services/library-workshops/course-descriptions>

Centre for Advancement of Outcomes-Based Education

This publication is also available online at:

<http://tfc.ln.edu.hk/caobe/resources>

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