Using draft to allow students to take responsibility for reducing plagiarism

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State of play .......

- **Lindsay, 2010**: ≈ “9645 [Australian university] students subject of disciplinary action in 2006”, p. 28; > 70% for plagiarism

- **Misunderstanding** of the concept of plagiarism and the serious nature of plagiarism (Yeo, 2007)

- **Gen Y** – internet is ‘freely available information’ – not cheating if you cut and paste (Wood, 2004)

Whose problem is plagiarism?

Students

– embarrassment & shame; reputation - labelled a **cheater**; **Student Misconduct Register**; loss of marks, grades

Course Coordinators: Workloads!!! Stress!!!!

– identifying and investigating plagiarism
– dealing with students – counselling; adjusting marks; student misconduct policy & procedures = endless admin for both minor and serious cases

University

– Threat to reputation

EVERYONE’S problem!!!!!!!

http://etyman.wordpress.com/page/2/; accessed 21/8/12
What constitutes plagiarism?

“Origin: 1590–1600; < Latin plagiārius kidnapper, equivalent to plagi (um) kidnapping (akin to plaga snare) + -ārius –ary”; From: http://dictionary.reference.com/browse/plagiary; accessed 15/8/12

- Direct copying of text; lack of acknowledgement
- Poor paraphrasing – changing 2-3 words, rearranging sentences, cut and pastes of phrases
- Misrepresentation of paraphrased text -Paraphrasing a section from a lower quality source (e.g. 3° textbook or worse still what you “know”) and then citing a higher quality source (e.g. journal article).
- Resubmitting work; e.g. from a group’s assignment in a previous year and presenting as own work – in next year
Why do students plagiarise?

• feeling overwhelmed, lack of skills
• easy to copy, laziness
• don’t understand the concepts of what they are writing about
• don’t want to change what the author said – no better way to say it
• poor time management
• continuation of what they did in school?
• cultural/ language reasons (Introna, 2007; Shi, 2012)
• different expectations in different courses?

Excuses

• “But I did the same thing in course XXX and no one said anything…”
• “My laptop crashed/ USB corrupted and I had to redo everything last night…”

http://www.pyrczak.com/antiplagiarism/cartoons.htm; access 21/8/12

"Dear Mr. Trent: Since you only pretended to write this paper, I only pretended to grade it!"
Strategy for dealing with plagiarism

• Prevention better than cure!

• Since 2007 - LFS100, Cell Biology, 1 hr tutorial “Paraphrasing, plagiarism & referencing”

• 2008 – Sem 1 2011, LFS202, Systemic Physiology II: used Draft safeassign voluntary basis – no marks; low take-up

• 2011, Sem 1, LFS100: Horror semester!

• 2011, Sem 2, LFS202: formal use Draft safeassign (marks associated, 2%)

• 2012, Sem 1, LFS100 & LFS201: formal use Draft safeassign – marks given – 2%
• **Students** submit assignment text to *Draft safeassign* at least 1 week before final due date [all text should be submitted – including references]

• **Student groups**: each group member must individually submit their own text component

• **Students** download their own *Draft safeassign* report

• **Students** read report and fixes any suspect text, submits to *Final safeassign*

• **Students** attach *Draft safeassign* report with final submission of assignment

• **CC: Instructions** given on how to do all of this – tutorial, Bb

• **CC: downloads and views** *Final safeassign* reports – *cf* Draft report
1. Ignore 'Matching Rate' – misleading, wrong.

2. Click on the tick symbol to open the Draft SafeAssign report.
SafeAssign compares the text in the uploaded assignment to other assignments in the database, the internet, and any other databases.

Click on ‘Highlight All’

Click on a source to view the original, or click on the magnifying glass to see the source highlighted in the text below.


Test assignment for DraftSafeAssign

1. Structure and function of the alveoli

At the end of each alveolar duct there are a number of sac-like structures called alveoli. The alveoli are the final branchings of the respiratory tree and act as the primary gas exchange units of the lung. The alveoli are grouped together like a lot of interlinked caves (Black & Jones, 2006). They are surrounded by a network of capillaries, into which the inspired gases pass. There are approximately 3 million alveoli within an average adult lung.

2. There are two types of alveolar epithelial cells. Type I cells have long cytoplasmic extensions which spread out thinly along the alveolar walls and comprise the thin alveolar epithelium. Type II cells are more compact and are responsible for producing surfactant, a phospholipid which lines the alveoli and serves to differentially reduce surface tension at different volumes, contributing to alveolar stability (Smith, 2009).

1. Gas exchange of oxygen and carbon dioxide takes place in the alveoli. The gas-blood barrier between the alveolar space and the pulmonary capillaries is extremely thin, allowing for rapid gas exchange. Oxygen from the inhaled air diffuses through the walls of the alveoli and adjacent capillaries into the red blood cells. To reach the blood, oxygen must diffuse through the alveolar epithelium, a thin interstitial space, and the capillary endothelium; CO2 follows the reverse course to reach the alveoli.

1. The oxygen is then carried by the blood to the body tissues. Carbon dioxide produced by the body’s metabolism returns to the lung via the blood. It then diffuses across the capillary and alveolar walls into the air to be removed from the body with expiration.
The suspect text is now colour coded to match the sources of the original work.

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At the end of each alveolar duct there are a number of sac-like structures called alveoli. The alveoli are the final branchings of the respiratory tree and act as the primary gas exchange units of the lung. The alveoli are grouped together like a lot of interlinked caves (Black & Jones, 2006). They are surrounded by a network of capillaries, into which the inspired gases pass. There are approximately 3 million alveoli within an average adult lung.

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3. Gas exchange of oxygen and carbon dioxide takes place in the alveoli. The gas-blood barrier between the alveolar space and the pulmonary capillaries is extremely thin, allowing for rapid gas exchange. Oxygen from the inhaled air diffuses through the walls of the alveoli and adjacent capillaries into the red blood cells. To reach the blood, oxygen must diffuse through the alveolar epithelium, a thin interstitial space, and the capillary endothelium; CO2 follows the reverse course to reach the alveoli.

4. The oxygen is then carried by the blood to the body tissues. Carbon dioxide produced by the body's metabolism returns to the lung via the blood. It then diffuses across the capillary and alveolar walls into the air to be removed from the body with expiration.
1. Click on a highlighted sentence or phrase. The box shows the % matching rate, the similar text and the URL of where the text matches.

2. Next, click on ‘Print Version’.
1. Look for sentences/phrases with 70% matching or more

2. Go back to your source material – rewrite

3. Matching rates of 60% are borderline

4. Ignore any matching in reference lists

5. Some small phrases – e.g. headings – can be ignored
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
<th>0</th>
<th>0.5</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft SafeAssign</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you submitted your CSI text to Draft SafeAssign by the due date; retrieved and attached the report; and acted to rectify any suspect text?</td>
<td>Marks: 2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0: No text submitted to Draft SafeAssign OR No Draft SafeAssign reports included. OR No evidence of draft safeassign report being acted upon with all suspect text still evident in the final report. OR Insufficient text submitted to Draft SafeAssign OR Draft SafeAssign text is substantially different to the text in the final Safeassign report.

0.5: Text submitted to Draft SafeAssign after due date, but reports are attached. Genuine attempt to revise suspect text, with no original text evident in final Safeassign report. OR Draft SafeAssign submitted on time but some components not changed/acted on by final submission.

1: Text submitted to Draft SafeAssign by due date and reports attached as per instructions. Some issues with suspect text in draft submission. AND May have minor issues with suspect text in draft text, with only minor issues with no original suspect text evident in final Safeassign report.

1.5: Text submitted to Draft SafeAssign by due date and reports attached as per instructions. No suspect text is identified in the final Safeassign report as suspect. AND No suspect text is identified in the final Safeassign report.

2: Text submitted to Draft SafeAssign by due date and reports attached as per instructions. No suspect text is identified in the final Safeassign report.
## Results

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LFS100 (I or G)</td>
<td>LFS201 (G)</td>
</tr>
<tr>
<td>Enrolment</td>
<td>381</td>
<td>191</td>
</tr>
<tr>
<td>No. assignments graded</td>
<td>207</td>
<td>66</td>
</tr>
<tr>
<td>No. students identified by Final SafeAssign with “suspect” text</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>% of assignments “suspect”</td>
<td>24.2%</td>
<td>30.3%</td>
</tr>
</tbody>
</table>

I – individual  
G - Group
Summary of outcomes

• Draft SafeAssign allowed for easier identification of which student(s) wrote the ‘suspect’ text in the final submission, especially in group assignments.

• Responsibility back on students to do the right thing

• Reduced workload for CC – especially post assignment
Outcomes:

↓↓↓↓ Students = ↓↓↓↓
identified by SafeAssign

.: Course Coordinator = ↓↓↓↓

i.e. less self-medicating

http://www.net32.com/ec/kleenex-white-2-ply-facial-tissues-9-d-27452

http://southernfoodandwine.net/the-shape-of-a-wine-glass
But wait …

• **SafeAssign is not exhaustive.** Doesn’t check against:
  – books not in electronic form
  – Journal articles not available for public download
  – ‘weird glitches’

• **Also** safeassign can’t help with in-text citations & referencing (Rolf, 2011 – study using Turn-it-in)

• **How many Course Coordinators** are actually using and monitoring assignments for plagiarism using **SafeAssign**?
  – “But I did the same thing in course XXX and no one said anything…”

• **Students** – many don’t read/listen to instructions!
  – Many - no attached Draft SafeAssign report
  – Some students looking at overall matching rate – not entire report
The Age, Benjamin Preiss, 21/8/12

**Academic calls for plagiarism rules overhaul**

“Universities should run all academic assignments through text-matching software and allow students unfettered access to check their drafts, according to Adelaide academic Tracey Bretag.”

References


