

Learning' series. Comprising three parts, Setting the Scene, Theory and Practical Aspects of Evaluation Research, the book sets out to address common concerns for those academics attempting to come to grips with learning online in support of a traditional curriculum. Part One briefly addresses questions regarding the extent to which, if at all, e-learning differs from learning and explains why it is important to evaluate the effectiveness of strategies we adopt, especially in the online context.

Part Two explores a theoretical approach based around the authors' not unreasonable premise that 'Students learn within learning environments, going through learning processes in order to achieve learning outcomes' (pg 22) and hence at the heart of the book, as explained at the start of Part Two, is a model called the LEPO (Learning Environment, Processes, Outcomes) framework. Building on the work of Biggs (1989), Laurillard (2002), Bain (1999), Reeves and Reeves (1997) and Goodyear (Ellis and Goodyear, 2010) provides a very helpful generalized and integrated conceptual framework for learning that facilitates a rigorous approach to evaluating and researching learning online.

For early researchers, or those coming fresh to the idea of research, Chapter Five provides a very approachable guidance to Research Paradigms and Methodologies leading the reader into discussion of a range of approaches of evaluation research that would be

appropriate in the field of e-learning and closing Part Two.

In the final five chapters that comprise Part Three, the authors offer ideas addressing the practical aspects of evaluation research. Over the course of 180 pages, the reader is offered clear, relevant, suggestions for the practical application of theory, starting, of course, with planning your evaluation-research activity and moving on to considering research across the life-cycle of an online learning experience. This might be as small an activity as evaluating the effectiveness of the use of a discussion online to address a particularly key concept, right up to a fully distance delivery course and anything in-between. Increasingly, it is going to be a requirement that we take an evaluative approach to our use of BREO and its components and this book will prove highly valuable as an inspiration and a guide.

The authors remind us that it is not the technology that does the learning, it is the students. They remind us that when we take decisions to implement a particular approach to the curriculum that uses technology, the learning outcomes are the result of the learning processes we provide for our students and that the learning environment – the BREO units we build for our students to learn in – can moderate and mediate those processes in ways that we must seek to understand through evaluative research in order to make sure the learning actually happens. This is one book that can help make that task very much easier: highly recommended.

Special Feature Citation and Integrity

Celebrate Citation: Flipping the Pedagogy of Plagiarism in Qatar

Molly McHarg, Virginia Commonwealth University in Qatar

Abstract:

Educators and administrators at American branch campuses in Qatar continually find themselves distraught by the number of academic integrity violations each semester. Despite dire warnings and life-changing sanctions, students continue to breach the honour codes at their respective institutions. This article offers one possible solution by transforming the pedagogy of plagiarism into a positive teaching opportunity in the classroom.

Keywords: plagiarism, academic integrity, international students, citation

Plagiarism, academic integrity violations, idea theft, stealing, punishable behaviour, expulsion...

These are all words and phrases that are repeated throughout first-year student orientations at all the universities in Education City, an area in Qatar that hosts six branch campuses of American universities. At the beginning of each semester, faculty members, Deans,

and other top-level administrators stand in front of the new cohorts of freshmen and extol the virtues of conducting ethical research, avoiding plagiarism, and pursuing academic excellence with integrity. Students leave the sessions weary and wounded, feeling as though they have had the lectures pounded into them. Inevitably, these same institutions have seen a large percentage of honour code violations, with anecdotal reports ranging from two to over fifty violations at various institutions per semester. The problematic nature of this phenomenon has led to the development of a task force, comprised of deans from all the schools, who have gathered together to brainstorm more meaningful and successful measures to combating plagiarism.

I have worked at various institutions around Education City for over seven years, as a teaching faculty and writing centre instructor. Consequently, I have been well-positioned to see a wide variety of different students with a wide variety of different educational backgrounds. Based on my experience, I can report with

confidence that it is almost always a case of lack of clear instruction and practice rather than malicious intent resulting in violations of academic integrity. Arguably, these branch campuses struggle more with these challenges than their U.S. counterparts due to the greater international diversity of the student population. This is not to say that international students are plagiarists, but rather that they have not been sufficiently exposed to and adequately prepared for the conventions of American academic writing.

What I offer here is a proposal for exactly what the title suggests – *Celebrating Citation* – rather than presenting it as an offensive, criminal act for prosecution. Each semester that I teach English courses, I dedicate particular class sessions to celebrating citation. I tell the students, in advance, that we will have a *Celebrate Citation* party, although they do not appreciate this until they walk in the classroom on the assigned day and see balloons, signs, cookies, and other treats. I begin by asking students what they think of when they hear ‘plagiarism.’ Without exception, the first response to this question is a collective classroom sigh and downtrodden faces. Next, students dutifully recite everything they have heard during orientation. Some even offer tales from their secondary schools about scary stories of students who ‘got caught’. Always, however, the tone is negative and couched in a framework of shame, lies, and deception. Students who plagiarize are bad. Period.

The next segment of the class transitions to positivity. I remind the students that while it is critical for them to always remember the dire consequences of violating the academic integrity code, there are many, many positive aspects of incorporating sources into their writing. As a class, we brainstorm these points – it strengthens their writing, it provides support, they are not experts and therefore it helps to have an authority substantiating their claims, etc. While students typically experience some ‘ah ha!’ moments during this brainstorming phase, many other students are perplexed at the nuanced conventions of American academic writing. In addition to source attribution, students are constantly under the demand of being original in their thinking. *How can I be original if I am citing so many sources? Won't the professor think I have nothing new to say?* These

questions create an opening for a rich and healthy discussion of the complexities of American academic writing.

Finally, I devote the remainder of class time to ‘how to.’ I show students a number of resources that they can refer to for self-access in the future (reference citation books, the *Purdue OWL* website, other institutional writing centre websites, etc.). The homework assignment due for that class would be for students to bring in sources they were using for a particular research or writing project; therefore, they would have their own sources to be cited. I begin by asking for a lucky volunteer (‘lucky’ because the class will do his/her work for her shortly). If the student has a book, the entire class works together to find a model of how to cite a book, and this is done together. We continue through a number of examples together, attempting to cite a wide variety of sources, such as journal articles, newspapers, blogs, etc. Inevitably, this portion of the class becomes the most dynamic and engaging portion of the class. ‘Where do I put the comma?’ ‘Is there a full stop here?’ ‘Does it matter if I use italics?’ ‘How do I know when it was published?’ While some of the questions surprise me – the students were expected to enter the university with basic information literacy – I am thrilled that they are asking these ‘silly’ questions. The greatest challenge for me is not answering their questions immediately, but pushing them to find the answers to their own questions. I use a scaffolding approach by first answering the question and showing them where the answer can be found in one of their resources. By the end of class, however, students are answering all of their own questions, helping each other, and only consulting with me for final verification.

‘*Celebrate Citation*’ parties are a true form of academic empowerment for students. Students are offered the opportunity to make mistakes in a low-stakes environment; they are also introduced to resources that will serve them throughout their undergraduate years and beyond. While I recognize the concerns of academic integrity violations that echo around campus, I encourage educators to adopt a more direct, instructive approach to preventing the pitfalls of plagiarism.

In response to ‘Celebrate Citation: Flipping the Pedagogy of Plagiarism in Qatar’

Philippa Armitage, Centre for Learning Excellence, University of Bedfordshire

In her article Molly McHarg makes several points that I agree with, particularly that for the majority of students the plagiarism is not deliberate but is due to a lack of understanding of how to reference correctly.

I like her approach to citation as a celebration which focuses on the positive points and reasons why students should reference. I think that most students would not

want anyone else to use their work without acknowledgement.

At the University of Bedfordshire there is a policy in place to address all forms of academic offence, not just plagiarism. However, in dealing with plagiarism the policy does differentiate between the seriousness of the plagiarism that has occurred. For students early in their studies where the issue is a first offence, these students