SUPPORTING FIRST YEAR STUDENTS AT UQ

ADDRESSING PLAGIARISM

How Peer Assisted Study Sessions (PASS) operate:
- Voluntary, one hour, student-centered and student-directed sessions
- Provide immediate feedback within an interactive, friendly and collaborative learning environment
- Small class size (10-20 students) facilitated by paid, high achieving, second/third year students
- Leaders complete 4 hours of formal training, and work in pairs

What students like in PASS:
- Quizzes and games (Fig. 3)
- Worksheets and discussion
- Social interaction

Outcomes of PASS and the Academic Integrity online tutorial:
- Enhanced learning outcomes
- Very low attrition rates e.g. Geos1100 (3.5%) and Plan1001 (3.3%) in Semester 1, 2010 (national attrition rate is around 18%)
- Reduced incidence of poor academic practice (Fig. 2)
- Lower tertiary entrance level (OP10+) students have most to gain (Fig. 4)

Would you recommend PASS to another student and why/why not? Yes because it helps with the understanding of lecture material, I make good use of my lecture notes and friends which usually not happen in text lectures.

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Academic Integrity: referencing and avoiding plagiarism

We have developed an online interactive tutorial to inform students when referencing is needed, how to reference, when group work is collusive and collaborative and about the key aspects of effective time management skills.

The Academic Integrity Tutorial’s technical design encompasses a user-friendly interface (Fig. 1), a linear navigation and effective pedagogical design, which incorporates:

- Relevant contexts, which help students to construct knowledge
- Demonstration of new knowledge
- Learning by doing (interactive)
- Application of new knowledge
- Includes equity and diversity issues
- Self-paced learning
- Records all responses
- Feedback on all questions
- Multiple attempts
- 100% pass rate

A three-year evaluation has indicated that students’ knowledge of how and when to reference is enhanced (Fig. 2) and that they have an improved understanding of the seriousness of plagiarism.

Fig. 1 Sample tutorial page

Fig. 2 Change in students’ referencing skills following completion of Academic Integrity Tutorial

Fig. 4 Relation between grade and PASS attendance for all students in GEOS1100 (2007).

Fig. 3 What students like about PASS

<table>
<thead>
<tr>
<th>Group work</th>
<th>Review lecture</th>
<th>Games, quizzes</th>
<th>Discussion</th>
<th>Worksheet</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>11%</td>
<td>22%</td>
<td>20%</td>
<td>15%</td>
<td>68%</td>
</tr>
</tbody>
</table>

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