



University of HUDDERSFIELD

University of Huddersfield Repository

English, John and Ireland, Chris

Let them Plagiarise!

Original Citation

English, John and Ireland, Chris (2008) Let them Plagiarise! In: Teaching and Learning Conference 2008: Enhancing Learning: Technology by Design, 15 September 2008, University of Huddersfield. (Unpublished)

This version is available at <http://eprints.hud.ac.uk/10174/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

Paper 14: Let them plagiarise!

John English and Chris Ireland: The Business School

The issue of plagiarism in Higher Education has been widely debated (Dawson and Overfield, 2006) and has been reported as both growing (Breen and Maassen, 2005) and of "epidemic proportions" (Emerson et al, 2005). Much of the debate centres on how institutions should address plagiarism, both relating to procedures concerning suspected plagiarism (e.g. Yeo and Chien, 2007) and how its avoidance can be successfully learned (e.g. Breen and Maassen, 2005; McGowan and Lightbody, 2007). Given that Beasley (2004) identifies a range of explanations for plagiarism then the call from Macdonald and Carroll (2006) for institutions to take a holistic approach with a particular focus on formative assessment seems appropriate.

Taking account of this, a first year undergraduate module in the Business School which has embedded academic skills includes an early focus on plagiarism in its formative assessment. Over the past two years this has included e-learning based materials and classroom activities during the first two weeks of the programme. Following this, during the third teaching week, a 1000 word essay has been submitted via Turnitin UK with written feedback provided regarding a range of writing issues including, if necessary, plagiarism. It is evident from the writing produced in this exercise that whilst many students appear to have an acceptable understanding of what is required in academic writing, a small number continue to produce writing containing large amounts of unoriginal and un-attributed work.

As a result of this evidence, but also recognising that some students may need to gain an experience of having committed plagiarism in order to appreciate what it constitutes, the module leaders concerned have introduced a short formative writing exercise during induction which continues to use Turnitin UK but which also makes use of Blackboard to provide swift feedback.

References

- Beasley, J. (2004) The Impact of Technology on Plagiarism Prevention and Detection: Research Process Automation, A New Approach For Prevention. "*Plagiarism: Prevention, Practice and Policies 2004*": Joint Information Systems Committee Plagiarism Advisory Service Conference, June 28--30, Newcastle, UK [Online]. Available at: <http://www.isu.edu/research/docs/plagiarism_tech_impact.pdf> [Accessed on: 2 July 2008].
- Breen, L. & Maassen, M. (2005) 'Reducing the incidence of plagiarism in an undergraduate course: the role of education', *Issues in Educational Research*, Vol.15,

- No.1, pp.1-16 [Online]. Available at:
<<http://education.curtin.edu.au/iier/iier15/breen.html>> [Accessed on 2 July 2008].
- Dawson, M. & Overfield, J. (2006) 'Plagiarism: do students know what it is?', *Bioscience Education e-Journal*, Vol. 8 [Online]. Available at:
<<http://www.bioscience.heacademy.ac.uk/journal>> [Accessed on 2 July 2008].
- Emerson, L., Rees, M. & MacKay, B. (2005). 'Scaffolding academic integrity: creating a learning context for teaching referencing skills', *Journal of University Teaching & Learning Practice*, Vol. 2, No. 3a, pp.12-24 [Online]. Available at:
<<http://jutlp.uow.edu.au>> [Accessed on 2 July 2008].
- McGowan, S. & Lightbody, M. (2007) 'Enhancing students' understanding of plagiarism within a discipline context', *Accounting Education*, Online Article, pp1-18 [Online]. Available at: <<http://www.informaworld.com/10.1080/09639280701612168>> [Accessed on 2 July 2008].
- MacDonald, R. & Carroll, J. (2006). 'Plagiarism – a complex issue requiring a holistic institutional approach', *Assessment and Evaluation in Higher Education*, Vol. 31, No.2, pp.233-232 [Online]. Available at:
<<http://www.informaworld.com/10.1080/02602930500262536>> [Accessed on 30 June 2008].
- Yeo, S. and Chien, R. (2007) 'Evaluation of a process and proforma for making consistent decisions about the seriousness of plagiarism incidents', *Quality in Higher Education*, Vol.13, No.2, pp.187-204 [Online]. Available at:
<<http://dx.doi.org/10.1080/13538320701629202>> [Accessed on 2 July 2008].