



Supporting International Students Training Package – Tutor Notes


Module 3: Plagiarism





Session plan Module 3: Plagiarism	
Resources	Data projector/laptop Flip chart + pens Work books Handouts on plagiarism regulations and processes. This module requires you to source and add some of your own tailored information – please read the guidance on this information provided in the additional documents of this training package.
Environment	Tables + chairs set up to enable small group work, max 5 per table.
Aim	This module focuses on one of the most prominent issues for international students: plagiarism. It will discuss why this is the case and what you can do to support international students who may experience claims of plagiarism.
Objectives	<ul style="list-style-type: none">• know what your institution’s regulations on plagiarism are and who is responsible for implementing them;• have explored reasons why international students might plagiarise;• be able to explain plagiarism in clear, concise Plain English; and• understand the connection between plagiarism and assessment and its impact on academic staff and academic standards.



Session	Plan/task	Trainer notes	Slides	Time
<p>Welcome</p>		<p>Welcome everybody and introduce yourself.</p> <p>Go over housekeeping if you have new participants or it's an unfamiliar venue.</p> <p>This is the third module of four that aim to develop your skills and knowledge to better support international students and engage them in their university experience.</p> <p>It will last for 2 hours.</p> <p>You have handbooks containing additional information, and questions relating to some of the work we'll be doing during the session so you can fill it in as we go along. I'll also give you other resources that might be useful.</p> <p>Read through aims and objectives and check that this is what everyone expected.</p>	<p>→</p> <p>Supporting international students</p> <p>Module 3: Plagiarism</p>  <p>Aim</p> <p>→</p> <p>Aim</p> <p>This module focuses on one of the most prominent issues for international students: plagiarism. It will discuss why this is the case and what you can do to support international students who may experience claims of plagiarism.</p> <p>Objectives</p> <p>→</p> <p>Objectives</p> <p>By the end of this module you will:</p> <ul style="list-style-type: none"> • know what your institution's regulations on plagiarism are and who is responsible for implementing them; • have explored reasons why international students might plagiarise; • understand the connection between plagiarism and assessment and its impact on academic staff and academic standards; and • have devised an action plan for your students' association. 	<p>5</p>
<p>Icebreaker</p>	<p>This will only be needed if you have different participants to other</p>			<p>10</p>



	<p>sessions or if you're giving this module as a 'stand alone' session.</p> <p>There are two icebreakers as part of the full trainer pack that can be used if necessary. Alternatively, you may just want to ask people to introduce themselves, their role and reasons for being here.</p>			
<p>University procedures</p> <p>Aim To provide institutional context to the discussion.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Know which policies/regulations exist. • Know which committees/staff are responsible. 	<p>Presentation to the whole group on university policy, regulations, committees and staff that are responsible for defining plagiarism and implementing processes against students.</p>	<p>Start by asking questions.</p> <p>Q: Can anyone tell me what policies or procedures relate to plagiarism?</p> <p>Q: Do you know how the university processes plagiarism allegations?</p> <p>Talk through the slides. Explain what regulations exist relating to plagiarism and the policies or guides that explain them to students. Talk about where students might find this information.</p> <p>These are university wide guidance</p>	<p>Tailored slides</p>	<p>20</p>



		<p>documents. Some departments also issue subject specific guidance.</p> <p>Q: Has anyone looked for this information or needed to use it?</p> <p>Explain the committees and staff responsible for managing this process.</p> <p>Mention (if appropriate): misconduct processes, stages and staff (i.e. Academic Misconduct Officer), major/minor offences, how it is investigated, interviews, outcomes/penalties, appeals.</p> <p>This is a brief overview so don't go into too much detail and refer participants to the regulations and guidance for detail.</p> <p>Talk about software detection used and when it can be used.</p>		
<p>Definition of plagiarism</p> <p>Aim</p> <p>Discussion of what plagiarism means.</p> <p>Objectives</p>	<p>Small group work where they come up with their own definition of plagiarism.</p> <p>Each group should write</p>	<p>We're going to start by defining plagiarism. We probably all think we know what we mean by it, but in your groups try to come to a consensus on a short, clear definition of what you think</p>		<p>20</p>



<ul style="list-style-type: none">• Define plagiarism• Become aware of issues when defining plagiarism.• Discuss different definitions of plagiarism.	<p>their definition on flip chart paper. 10mins</p> <p>Pin definitions on the wall.</p> <p>Full group discussion of how the definitions are different. 5mins</p> <p>Presentation on examples of definitions. 5mins</p>	<p>plagiarism is.</p> <p>Refer to workbook.</p> <p>Show Task slide. Break them into groups and explain the task.</p> <p>Start by asking questions about the task.</p> <p>Q: How did you find the task?</p> <p>Q: What sort of things were you discussing?</p> <p>Q: Were there any things you found difficult?</p> <p>Ask the groups to share their definitions and to highlight any particular issues or discussion they had and ask why they decided on this definition.</p> <p>Generally, everyone recognises plagiarism is wrong and it's important to have a definition, but it's very difficult to come up with a clear, watertight definition.</p> <p>Q: Do you think there could be different types of plagiarism?</p> <p>Show Definitions slide.</p> <p>A. Yes. For instance, self plagiarism is</p>	<p>Task</p> <hr/> <p>Task: Define plagiarism</p> <p>In small groups, discuss what plagiarism means and come up with a definition of plagiarism that is clear, concise and easily understood.</p> <p>Definitions</p>	
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where you copy your own work and auto-plagiarism where you fail to cite yourself. It's even possible for hidden memory to play a part in plagiarism, this is called cryptomnesia.

So definitions could include auto-plagiarism and self plagiarism, but could also include a broad definition of work that includes music, photos, ideas gained during group work. It can also include gaining personal reward from other's work and definition of motive.

Show Examples slides.

All in all, it's a very complex area and difficult to explain simply, which is a challenge for international students and those supporting them through allegations of plagiarism. While these two definitions seem quite simple, they are both taken from guidance that is 12-16 pages long.

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Definitions can include...

- Self-plagiarism.
- Auto-plagiarism.
- Definitions of 'work'.
- Gaining personal reward.
- Motivation.

Examples of definitions

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Examples of definitions

'Plagiarism is the act of including in one's work the work of another person without providing adequate acknowledgement: of having done so, either deliberately or unintentionally.'

Guidance on the Avoidance of Plagiarism for Undergraduate & Taught Postgraduate Student, University of Edinburgh, p1.



			<p>→</p> <p>Examples of definitions</p> <p>'... to represent as one's own the intellectual property of another.'</p> <p>Academic policy: Assessment, 6.2.1.2, University of Stirling.</p>	
<p>Why might international students plagiarise?</p> <p>Aim</p> <p>A way of considering motive behind plagiarism to identify if the SA can provide additional support.</p> <p>Objectives</p>	<p>Small group discussion where they discuss as many reasons as possible to try to understand why international students might plagiarise. 10mins</p> <p>Feedback to the full group. 5mins</p> <p>Presentation on issues. 5mins</p>	<p>Students will plagiarise for a wide range of reasons, not least of which is lack of awareness of what plagiarism is. While policies might not consider motive when disciplining a student for plagiarism, understanding these issues can help the institutions and the students' association provide additional support. Knowing the issues also enables you to be pro-active when planning services for international</p>	<p>→</p> <p>Examples of definitions</p> <p>'Unacknowledged copying from published sources (including the Internet) or incomplete referencing.'</p> <p>Joint Council for Qualifications, 2008, p28.</p>	<p>20</p>



- Identify particular reasons why students might plagiarise.
- Focus on those reasons beyond academic.

students or campaigning with them.

Show Task slide and explain the task.

Once you've had the feedback, facilitate a brief discussion highlighting any missed areas. Show Reasons slide.

- Educational: an international student may be struggling with their course due to language barriers or different learning and teaching styles. This might be their response to trying to keep up, rather than ask for support.
- Pressure: the stress of learning in a second language, in unfamiliar educational environment can put a burden on students. Stress to do well.
- Cultural: different learning styles. Some countries have a different approach to learning. In the UK it's very much about independent study and formulating your own ideas and opinions. In some other countries students can be expected to accept a

Task



Task: Why students plagiarise

In small groups, consider why international students might plagiarise. Think about the reasons as broadly as possible as this will help support international students more effectively.

Reasons



Reasons students plagiarise

- Educational:
 - Struggling with their course.
 - Language barriers.
- Pressure and stress.
- Cultural:
 - Learning and teaching styles.
 - Lack of awareness.
 - Poor communication.
- Others?



		<p>standard approach.</p> <ul style="list-style-type: none"> • Awareness: As we've seen, sometimes definitions of plagiarism can be complex and long. A student may not fully understand this definition, or may not even be aware such a thing exists. • Communication: there is likely to be an issue in how plagiarism is communicated i.e. the use of language in the guidance (not Plain English) or where the information is available. 		
<p>Impact of plagiarism</p> <p>Aim</p> <p>To discuss the wider impact of plagiarism, beyond the individual student.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Identify longer term issues for the student. • Identify impact at class/institution level. 	<p>Brief discussion with the whole group.</p>	<p>So far we've talked about plagiarism in the sense of it being carried out by an individual student and therefore impacting on them through disciplinary procedures and penalties.</p> <p>Refer to handbook.</p> <p>Use questions to facilitate a discussion if necessary.</p> <p>Q: Could there be a longer term impact for the student?</p> <p>Show Impact slide.</p>	<p>Impact</p>	<p>5</p>



		<p>A. Lack of confidence in abilities, reduced marks, suspension or expulsion, future job prospects, further study.</p> <p>Q: How could a plagiarism impact on the student in terms of health or finances?</p> <p>A. Stress of accusation, a student who pays fees who is suspended or expelled has a financial loss, some students have family pressure to succeed so an accusation creates an added burden.</p> <p>Q: What would be the wider impact, for instance on other students, the department or institution?</p> <p>Show Wider impact slide.</p> <p>A. Academic standards – a lecturer spending large amounts of class time explaining plagiarism or searching for it spends less time teaching. Designing assessment that minimise plagiarism take more time. Unchecked plagiarism reduces overall academic standards in the department or institution and could</p>	<p>→</p> <p>Impact of plagiarism - student</p> <ul style="list-style-type: none">• Lack of confidence;• reduced marks;• suspension or expulsion;• limited future job prospects;• limited further study;• stress;• financial loss; and• family pressures. <p>Wider impact</p> <p>→</p> <p>Wider impact of plagiarism</p> <p>On other students and the academic experience:</p> <ul style="list-style-type: none">• Less teaching time;• lower academic standards;• damages lecturer's and department's reputations.	
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		damage the reputation of the department or institution.		
<p>How can the SA communicate plagiarism policies?</p> <p>Aim</p> <p>To raise issues around effective communication, how can plagiarism be communicated effectively and what might the SA's role be?</p> <p>Objectives</p> <ul style="list-style-type: none"> • Identify what you would communicate and how. • Identify who might be responsible. • How you can accommodate issues raised in previous work. 	<p>Small group work to draft a communication strategy for plagiarism addressing key points.</p> <p>Give each group flip chart paper and allow discussion. 30 mins</p> <p>Feedback. 10 mins</p>	<p>One of the key issues impacting on international students understanding of plagiarism is how it is communicated. We've seen how it can be difficult to absolutely define plagiarism and you have tried to define it yourselves to see how difficult it can be to explain. In addition to this, there can be problems in how it is communicated. The majority of institutions communicate their stance on plagiarism by providing students with regulations or complex documents.</p> <p>Q: Is this the best way to tell international students about it?</p> <p>Q: How can the students' association provide information?</p> <p>Refer to the handbook.</p> <p>Show Task slide and break them into groups. Explain the task.</p> <p>This is the beginning of drafting a</p>	Task	40



		<p>document and I'm only expecting you to draft an outline. Further work by the Students' Association after this module will be necessary.</p> <p>Facilitate a discussion about where it might be possible to do work in the future either alone or in partnership with the institution.</p> <p>Q: Where can you see a partnership with the university taking place in this work? Q: How?</p>	<p>→</p> <p>Task: Communicating plagiarism policies</p> <p>In small groups devise a communication plan for your institution to explain how it will inform international students about plagiarism.</p> <p>Consider:</p> <ul style="list-style-type: none"> • purpose of communication plan; • intended audience; • what needs to be communicated, when and how; and • how you can address the issues raised earlier. 	
<p>Summary</p>	<p>A round up of the key points and issues learnt during the module.</p>	<p>Show Objectives slide.</p> <p>Q: What is the key thing you have learnt during this module?</p> <p>In this module you've discussed how to define plagiarism and seen how hard that can be to do in straight forward Plain English. You've also looked at why students might plagiarise, recognising that it's not always a deliberate, self rewarding act. Finally, you've begun action planning what you as a Students' Association can</p>	<p>Objectives</p> <p>→</p> <p>Objectives</p> <ul style="list-style-type: none"> • By the end of this module you will: • know what your institution's regulations on plagiarism are and who is responsible for implementing them; • have explored reasons why international students might plagiarise; • understand the connection between plagiarism and assessment and its impact on academic staff and academic standards; and • have devised an action plan for your students' association. <p>Questions</p>	<p>10</p>



		<p>do to improve how issues around plagiarism can be better communicated.</p> <p>Refer to the resources section on the back page of their handbook.</p> <p>Review the learning objectives.</p> <p>Q: Have the learning objectives been met?</p> <p>Q: Are there other things you still want to know</p> <p>Ask them to fill in their evaluation form.</p>		
Close		<p>Thank everyone for coming. Give date for next module (if necessary).</p>		