STRENGTHENING TEACHER QUALIFICATIONS TO PREVENT STUDENT PLAGIARISM – PRESENTATION OF AN ONLINE COURSE AND DISCUSSION OF A STRATEGY

Mariann Løkse, Mariann Solberg

Abstract:

We[1] believe that the best place to start when addressing the challenges of student plagiarism is to strengthen teacher qualifications and awareness. To reach this end we have developed an online course where we aim to put teachers and supervisors in a position where they can help students achieve better learning and concurrently avoid plagiarism. The course is in six parts, and each part contains texts and short videos, reflection tasks and multiple-choice questions. In addition, we offer optional seminars with face-to-face meetings for accompanying peer learning. In this paper, we present our course and describe our challenges in making it into an interactive and thought-provoking experience for teachers. We further discuss our assumption that strengthening the teacher's qualifications is the single most important measure for addressing the challenges of student plagiarism. Our leading idea is that plagiarism prevention is primarily a means for better student learning.

The novelty of our course lies not in each of its parts, nor in its underlying assumptions and ideas. Rather, it emerges from the combination of the following elements:

a) Our approach to prevention of student plagiarism as a means for better learning

b) The resources and learning activities (texts, videos, reflection tasks, multiple-choice questions)

c) It being an open online course with a pleasant graphic design,

d) Mandatory for new teachers

e) The course is, for most participants, done along with workshops and peer learning activities in our teacher development program.

It is our hope that this particular combination of features will substantially help teachers in their dealing with the multifarious task of preventing student plagiarism.

Key words: Preventing student plagiarism; student learning; teacher qualifications; online course; strategy for plagiarism prevention

1 Introduction

From which end should academic institutions start their preventive work on plagiarism? The answer, in an ideal world, would be from all ends. There are at least three possible places to start: Dealing with plagiarism includes making sure that the

institution's rules and regulations handle the issue in a clear and sensible manner. Dealing with plagiarism means making sure that all academic staff do their best to enhance the students' learning outcomes, including creating written assignments where Googling the answer is not a viable solution. Dealing with plagiarism is also explaining to students why academic integrity is valuable, and how they can go ahead to achieve this. This article discusses the following question: Why will an increase in teacher awareness and qualifications be the best and most important place to start when the aim is to decrease the number of student plagiarism cases?

Regulations for academic studies at UiT The Arctic University of Norway clearly state that "During the first semester courses, students should receive tuition and advice on information literacy[2]." For many departments this means sending the students to a lecture or two at the Library. Whilst valuable in itself, this is not enough to instigate a whole new way of thinking about academic work in the minds of the students. There are at least two possible reasons for this. First, library staff may be perceived as having less authority than a lecturer or tutor in the eyes of a student, which could negatively influence the impact of the teaching. Second, unless the library-provided instruction is well integrated with the discipline specific instruction and accompanying written assignments, the students may not easily see where and how to apply their information literacy skills.

In an attempt to facilitate the teacher's job in plagiarism prevention, the University Library, together with the Centre of Teaching, Learning and Technology, have created an online course[3] where the aim is to increase teachers' knowledge and competency on the subject. This article presents our specific course and address challenges in making this online open course into an interactive and thought-provoking experience for teachers in higher education. Our leading idea is that plagiarism prevention is primarily a means for better student learning.

By plagiarism, we mean "submitting someone else's work as your own" as defined by Carroll (2007). We have not considered plagiarism in research, media or other areas. Our course deals exclusively with plagiarism in student work.

2   It is about learning, not primarily about morals or law

It has been a prime motivation for our work to turn the discussion on plagiarism from a question of morals, or crime and punishment, to a question of learning. On this, we are influenced by the thoughts of Jude Carroll who has been working on plagiarism and learning for several years. The lost opportunities for learning are our main concern. "When students plagiarise, either through intentional cheating or through misunderstanding what is expected of them, then plagiarism allows that student to bypass learning." (Carroll & Zetterling 2009) The focus on morals and law, on the other hand, makes it all too easy to concentrate on teaching students to learn and obey certain sets of rules for referencing. The implication of this is that as long as

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[2]Regulations for academic studies at the UiT. Adopted by the University Board on 12.12.08 (case S 72/08) in accordance with sub-sections 3-3 and 3-8 of the Act relating to Universities and University Colleges of 01.04.2005 no. 15. http://en.uit.no/utdanning/art?p_document_id=347798&dim=179017

[3]Deterring Student Plagiarism: A Course for Teachers (http://result.uit.no/plagiat/en/)

the student knows how to write a reference and which sources to cite, he or she will be ok. If we as teachers widen the horizon from the student's strict rule-following to enhancement of their opportunities for learning, we will see that we need to go further than just conveying a set of rules. We need to look at the way we form educational programs and specifically the way we form assessments and exam questions.

The drawback of focusing on law and moral is that the reasons why we cite others may be lost out of sight for the students. As researchers, we know that citing others signals to the reader what kind of material we have used as a backdrop and grounding for our own research. The list of references reflects the kind of sources we have chosen, and how well we know our research area. The use of citations is also a way of placing yourself in a particular research tradition. It is a way of telling your readers that you are in fact "standing on the shoulders of giants". Choosing to cite other works is also recognition of the work your fellow researchers have done, and is thus a way of paying your respect to them. The possibility for your readers to check whether your results could be reproduced is vital in research. That your research is accountable, and that your findings are verifiable or falsifiable by other researchers, to some extent, are prime characteristics of good research. All these reasons, in addition to helping the reader to find out more on a particular aspect of your text, are reasons that in our opinion – when conveyed – have a potential for more lasting effects upon the students' academic formation, than the mere "don't cheat!" warning.

We see acquisition of information literacy and avoidance of plagiarism as part of the students' process of Academic Bildung. For a definition of Academic Bildung, we adhere to the double-tracked Bildung-concept and Bildung-pedagogy outlined in chapter three of the book *Academic Bildung in Net-based Higher Education. Moving beyond learning*, (Fossland et al 2015). Solberg and Hansen here describe the phenomenon of Academic Bildung as a developmental process of persons heading toward "something better – a tacit or out-spoken normative ideal, value or vision of ethical, existential, aesthetical or spiritual quality – in an educational setting". When defining the concept as double-tracked, they say that this is "both connected to critical thinking, society-oriented reflection and autonomy, and ethical dimensions of human formation and self-formation, existential- and being-oriented reflection and authenticity". When seen in relation to students in higher education in general, this involves both the critical-emancipatory society-oriented dimension (the strive for autonomy) and the identity formation process (the strive for authenticity) associated with the search for meaning that is specific for teaching, learning, and research in higher education. In short, being familiar with the reasons for avoidance of plagiarism is part of becoming a student with academic values, attitudes and practices. However, successful initiation into an academic culture demands that the more knowledgeable (here: the teachers) are aware of their own values, attitudes and practices and are willing to take on the responsibility as initiators towards the less knowledgeable (here: the students).

3   Why an online course?

Since the course targets teachers in higher education, we knew it would be a difficult job to reach as many as possible with our message. From previous experience, we have

found that invitations to meetings and seminars about issues not obviously connected to the teacher's everyday work will rarely prove successful when it comes to turnout. Printed leaflets were not an option for us either, as we feared these would be overlooked and/or lost. We wanted our institution to have a more long lasting and flexible resource on plagiarism prevention, a course to be a continuous offer, and for this reason, we opted for an open online course.

The course can be taken on an individual basis, at any given time and place, within a reasonable amount of time spent weighed against the most pressing themes needed in such a course.

We have tried to locate other, similar online courses on plagiarism, but almost all we could find are directed at students, not teaching staff. It seems very few institutions have opted for this way of informing educators about plagiarism issues. We have found some, like the Plagiarism Awareness Course for PhD-students at Imperial College London[4], though this is only available for ICL patrons, so we haven't been able to check the actual content. There are, however, plenty of web sites and policy documents concerning plagiarism and academic integrity, but very few of these deal directly with how to choose teaching methods that deter plagiarism, and if they do, they are usually short and concise. Our course is perhaps not the first of its kind, but as far as we can see, there are almost no comparable plagiarism courses available online today. We hope, therefore, that our course can inspire others to do something similar, and thus produce more data, which might help assessing the effect of this approach on faculty and student attitudes to plagiarism.

However, while open online non-guided courses have specific strengths, like being long lasting and flexible in terms of time and place, they may also have certain weaknesses when it comes to learning efficacy. This may often be due to a passive role for the learner, with few possibilities for real interaction with the thoughts and ideas conveyed, and few possibilities for acquiring and training skills. If the learner further does not have to form his or her own understanding in spoken or written words to other people, we cannot expect too much knowledge construction and attitudinal formation going on in the learner. A lack of feedback from a teacher or facilitator, and a lack of other participants to discuss and share experiences with, is likely to contribute in the same direction. We wanted, however, to make a course that could fit into the time schedule of busy teachers, and we wanted to make a course that could be run without a facilitator and a group of other participants. At the same time, we planned to make it such that we also could offer the course as part of face-to-face teacher- / facilitator-led seminars for groups of academic staff. In this way, the course had to stand on its own, while also being suitable as part of a flipped-classroom model.

There are also other reasons for thinking it important for academic staff, preferably within the same group or department, to work together with plagiarism prevention in student works. As we find that successful plagiarism prevention is a work that needs to be addressed in many ways, on many levels, and through many channels (a holistic approach), we also believe that implementation of a lasting change on this issue will be better addressed collectively than individually. It needs to be instigated as part of

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[4]https://www.imperial.ac.uk/study/pg/graduate-school/professional-skills/plagiarism-awareness-course/

a culture in each of the local research and teaching cultures at our university (see for instance Roxå 2014).

What more have we done in order to avoid some of the common weaknesses of an open online course in terms of learning efficacy? We have tried to make it an interesting experience through variation of the learning resources, and we vary between texts and video clips. Reflection tasks break up the text and motivate to engage with the thoughts and ideas of the course content. Feedback on the multiple-choice questions provides some interactivity, and so does a case generator activity, where different plagiarism cases are generated and can be reflected upon individually or discussed in groups. A video demonstration of the electronic text recognition program Ephorus show the participants how easy it is to use such a program, reducing barriers for use on the participants' side. Links to other useful resources also encourage a more active role for the course participant. Thoroughly exercising practical skills is however not possible through the course. Still, we think it is important that the teachers become aware of the necessity of acquiring skills in e.g. how to make exam questions that lead students away from plagiarism. Guidance on the basic principles of how to do such tasks is provided by the course.

UiT The Arctic University of Norway promotes free and open access to scientific results. In line with this principle, our course is therefore made free and open for all under a Creative Commons license, more specifically, the Creative Commons Attribution-Non-commercial 4.0 International License. Since the course is bilingual (Norwegian/English), it can be a support for teachers in many more institutions than our own, and perhaps help inspire those who want to create similar resources.

4   Educating teachers: Why are teachers hesitant to report plagiarism cases?

According to Bretag et al. (2011), a study of Australian academic integrity policies showed that 21% of the institutions "placed all of the responsibility for academic integrity in the hands of the students" with only one of 39 universities stating that this is an overall responsibility by all parts involved. This is probably not unique for Australia, and is an example of why HE institutions need to take a broader view of this issue. One way of doing this is to inform and educate academic teaching staff how to integrate academic integrity into their teaching in order to prevent plagiarism.

Furthermore, some academic staff may be hesitant to report plagiarism cases and prefer dealing with it in a way they find most convenient there and then. Where procedures on the detection of plagiarism are unclear or not easily available to the teacher, it takes more of an effort to investigate and report a plagiarism case. Many teachers experience that it adds to an already heavy work burden. Thus, some cases of plagiarism are overlooked, or handled in the easiest way possible with either giving a warning or just grading down the text in question.

Another aspect of the detection process can be that the teacher can believe that a plagiarism case will reflect badly on their performance as teachers. In a study by Sutherland-Smith, "[n]ine of the eleven academics interviewed felt that their colleagues would view detection of plagiarism in the classrooms as a failure on their part to ensure

a suitably stringent learning environment." (2005) The aim of our online course is not necessarily to have more teachers reporting plagiarism cases, but to give them a tool with which they experience themselves as being competent in deciding which action to take on the suspicion of plagiarism.

5   Our approach and the holistic approach

Among the growing body of literature on plagiarism, we have found surprisingly little research on the way faculty can influence students through their attitudes, teaching methods and written assignments. The literature will mainly focus on what students do or ought to do, and how to teach students academic norms for writing and referencing. Other literature focus on institutional policies and how to handle plagiarism cases, both pedagogically and legally. In the articles that focus on faculty, it is very often their perception of and attitudes to plagiarism that are being discussed. When working with plagiarism from a holistic point of view, we therefore see it as important that the roles and responsibilities of faculty and teaching staff are investigated closer. We believe this paper can serve as a starting point for further explicating this topic.

A holistic institutional approach is necessary because plagiarism is a complex challenge to education that cannot be resolved by the students and the teachers alone, by creating institutional rules and regulations alone, or simply by electronic text recognition programs. One aspect of the holistic approach is making sure students have or gain the skills necessary to do their work according to academic norms of integrity. Another, and equally important, aspect is to make assessments that do not encourage plagiarism. This is partly the responsibility of the teachers, but it must also have a foundation in institutional policies. (Macdonald and Carroll, 2006) An institution needs to take an overall, joined-up and systematic approach to managing plagiarism in order to succeed. (Carroll 2007)

When we have chosen the teachers as targets of our course, it is because we believe a holistic approach to plagiarism prevention is impossible without their engagement. If students are an increasingly diverse group when it comes to age, nationality, social background etc., teachers are an equally heterogeneous group. They are not easy to reach as a group, in the same ways as students or administrative staff. An online course available for everyone at all times was therefore our means to creating a starting point for teachers wanting to develop strategies for redesigning curriculums and assessments which discourage plagiarism. In addition, informed teachers will, due to their status in the academic system, potentially have a great impact on policy decisions in their institutions. Academic staff is in position to give extra force to the need to improve existing procedures concerning plagiarism. When all stakeholders are involved and tackle the various plagiarism challenges from different angles, the results are more likely to "foster a scholarly community based on shared understanding and practices of academic integrity." (Bretag, 2013, p.3)

The idea of approaching the plagiarism challenge from several directions is also supported in a report by The Norwegian Association of Higher Education Institutions (UHR), which was published at about the same time as we were finishing our course. The emphasis on dialogue between management, administration, library, students and

academic staff is made clear in the introduction. The report further recommends working from the following viewpoints: academic values, learning and legal affairs. They furthermore recommend that all institutions should have plans and procedures which incorporate all these aspects of plagiarism (UHR, 2012).

The fact that the report more or less concludes with the same recommendations as our course, makes us confident that we are on the right track. We see the course as a valuable common starting point for discussions among staff, which may lead to a common and more widespread understanding of definitions of plagiarism, as well as relevant solutions to the phenomenon.

However, research shows that educating people, staff and students, are only one part of an effective approach to the prevention of plagiarism. Institutional change is not easy in slow organisations, or as the slogan goes: Culture eats strategy for breakfast. According to Macdonald and Carroll (2006, p.244), in a holistic approach to plagiarism, "the emphasis is on promoting good scholarly, academic practices rather than focusing on potential problems and channelling all the institution's energies into deterring through detection and punishment." Bretag (2013, p.2) argues that plagiarism "is a symptom of a deeply entrenched academic culture that arguably places tangible rewards (grades, diplomas, publications, promotions, grants) above the intrinsic value of learning and knowledge creation". We take this to indicate that instrumentalist strategies and approaches, led by bureaucrats, are insufficient. We need to connect into the value base of the academy, thus the focus on the academic staff.

6   Course content & description

In the course, we focus primarily on plagiarism as a problem for students' learning and their future role in the production of knowledge. The objective of the course is to contribute to the teachers' increased focus on methods that may prevent students resorting to plagiarism, or unconsciously ending up plagiarizing. We argue that in order for the teachers to be able to reach this goal, they need to have the following knowledge, skills and competences:

- understand that plagiarism is a phenomenon with unclear boundaries and culturally determined interpretations and understandings
- know about the common causes of student plagiarism
- know about students' perceptions of plagiarism and students' educational needs
- be able to plan and conduct teaching activities that effectively help students avoid plagiarism
- know how to design assignments and exams that guide students away from plagiarism
- be able to detect instances of plagiarism in students' texts
- be able to make qualified judgments regarding which cases they can deal with on their own, and which cases they should report

The course has six topics. The first explains what plagiarism is, and the second outlines common reasons why students plagiarise. The third and fourth topics deal

with the teaching process, and how to redesign written assignments in order to discourage student plagiarism. The last two parts are about what to look for when checking for plagiarism and what to do on the suspicion of plagiarism. We encourage teachers to go through all six parts, but each part of the course may also be taken independently.

We have chosen to limit the amount of text on each topic to make the course 'doable' for a busy teacher/supervisor. This presented a certain challenge to us and we have worked hard on making the texts focused and to the point.

With kind permission from Jude Carroll, we have also included video clips from one of her lectures at UiT The Arctic University of Norway in 2010. These videos enhance the topics under discussion and the intention is to give a broader understanding of plagiarism.

For one of the videos, we asked nine students why they think students plagiarise. Their answers were interesting and not quite what we expected. Whereas both teachers and librarians have a tendency to think that it is a lack of referencing techniques and poor time management that lead a student to take shortcuts, most students seemed to think it is because plagiarizing is an easy way out. Eight of the nine students mentioned the word easy. Some also suggested it is due to plain laziness. Similar discrepancies have also been noted by others. A survey by Wilkinson (2009) found that students "more frequently indicated wanted a better grade (73%) and too many assignment tasks (56%) as reasons for cheating, whereas staff indicated that it was unconscious and the student was not aware they were doing anything wrong (65%) . . .". This is yet another reason for educating academic staff in order to increase their competency in how to prevent plagiarism. Explaining to students why plagiarism is wrong is important, but not sufficient. Designing assignments that do not make cut and paste or plagiarism an easy option is likely to have a more direct and automatic effect.

As an introduction to the course, our vice rector for education has made a greeting to the academic staff of our university, where she underlines the importance of working towards preventing plagiarism in student work and encourage teachers to take the course. This is a strong signal from the university management to academic staff and symbolises how the work with plagiarism is not just down to each individual teacher.

There are some other resources linked to the course, like a FAQ, suggestions for student exercises, and links to other good online resources in Norwegian and English. The resource is built in WordPress and the specific course part runs on WP Courseware. On completion of the course, participants receive a course diploma. This may work as an incentive for teachers who need to document their teacher development activities.

7   Evaluation and development of the course

Eight teachers were given access to the beta version of the course and answered a questionnaire afterwards. Their feedback was invaluable to us in the further development of the course. The immediate response from six of the eight teachers was that this was a useful resource. Other words that were used were 'informative', 'structured' and 'inspiring'. The overall response was very positive from all the respondents. The

feedback revealed that even if the teachers already knew some of the information, they found it made them better equipped to deal with the issue.

Most of the respondents seemed to have understood our main message in the course, being that plagiarism is not necessarily intended cheating, and can be prevented with proper teaching, instruction and other measures. There were areas where the respondents felt improvements were necessary, however. One of their main concerns was the amount of text in some of the parts, which made us rewrite some of the passages to make them shorter and clearer. More examples were also called for, and some more practical information, for instance about using Ephorus. One of the respondents also drew our attention to the fact that the information in the course was solely based on research and our own experiences in the field, and lacked input from what students felt and thought about plagiarism. The respondents' comments were our guidelines in the process of making the course ready for launching. We rewrote some of the text, added some more examples and clarified some of the issues. In addition, we made a video where nine students told us why they think students plagiarise; also, we made a case generator and a video demonstrating use of Ephorus.

Jude Carroll has not only been inspiratory in our work with the course, she was also generous enough to go through it together with us at a late stage in the development, pushing us to make it into as much as possible a lively and interactive experience for the participants, and providing us with her own materials and examples to this end.

8   How has the course been used? Who have used it? What can we expect to be the outcomes?

A beta version of the course was first launched in March 2013 and the course was officially completed in August 2013. In September 2013, it was included in the course catalogue for staff at UiT. Since August 2013, we have had a total of 3718 visits. Of these, 1703 are unique users. This means that these unique users have been looking at the course a little more than twice.

Altogether, users have viewed 18 798 pages. Of the total number of users, 486 (13%) have created an account. (This does not mean that they have taken the course, but they have signed up.) In average, each user has seen 5.06 pages, but it is important to be aware that among those who have actually taken the course, the page views will be about twice as high.

The course has a total of 173 users enrolled. 42 (24%) of these have completed and passed the course. Compared with other online courses this is very good. A 10–15% completion rate is usually counted as a good result in an online course. Of the remaining 131 participants, 29 have completed more than half of the course. Of the 173 users, 40 are not from UiT The Arctic University of Norway. Quite a few of these are from other Norwegian institutions.

We have sent out two different types of reminders: one electronic in January 2014, directly from the WP courseware (both to UiT employees and others) to encourage those who had already signed up to complete the course, and the other by creating a flyer/brochure, shaped as a bookmark, which was sent out to all academic staff at

UiT in May 2014 to attract more participants. Both reminders showed a small, but not significant, increase in activity.

In the autumn semester 2014, the course became part of the program in teaching competence for higher education and we see that this is reflected in the statistics by relatively more visits over a period of a few months at semester commencement. This seems to have had a relatively larger impact on the use of the course than the reminders. In the program for teachers, we have asked the participants to go through the online course ahead of the face-to-face course in which this is integrated, then spending one hour for peer learning and discussion.

We have also offered a 2.5-hour workshop on request from one department, where we asked the staff to go through the online course ahead of the workshop, allowing most of the time in the workshop for discussion. We believe a systematic approach along this line could be a good strategic move. The drawback is that it takes rather more effort and time for all involved than the strategy with only the open online course. However, the statistics from the course shows us that we should continue our work for educating the teachers by including the online course in face-to-face sessions. We have so far concluded that an online course could be seen as a part of a flipped classroom approach to learning for the academic staff.

We have not yet had the opportunity, nor the sufficient amount of course participants to rigorously test the course as an educational intervention. Based on what we otherwise know when it comes to learning from open online courses, what can we expect? What will be the outcomes for teachers who complete the course and for their work with students? The short answer is that we really do not expect the world from this course *alone*. Teachers who are above averagely interested in the matter may of course come to take individual action after having completed the course. We believe that it is only when teachers have the opportunity to discuss these issues with other teachers and staff that we can expect some more marked effects. In particular, when and if staff starts working with the issue of plagiarism prevention as a systematic collaborative act, within their relevant groups and departments, we can expect significant effects. Systematic educational development projects carried out around integrated ways of organizing the teaching of information literacy, as well as actual development of learning tasks and exam tasks that make use of higher-order thinking will be a wise next step for effective prevention of plagiarism in student works. Putting the normativity of plagiarism on the agenda is also vital, and we think it is important that this is done by teachers and supervisors, not only by library staff. If the students never hear their closest academic authorities talk about the values of academia, and if nobody connects the main purpose of universities – the production of new knowledge – to avoidance of plagiarism, how can the students be expected to make these values their own and be inspired towards good conduct? In addition, it must be easy for the individual students to do the right thing. When the students also learn how to use sources correctly and cite correctly, when this is a natural part of what they do in assignments, we will be closer to our goal.

The outcome of the course for teachers will be updated research- and experience-based knowledge about student plagiarism. They will have gained insight into some main ways of looking at the problem of student plagiarism, they will have an insight

into common causes of the phenomenon, how the students see plagiarism, how to teach information literacy as part of subject specific courses, how to design assignments that do not invite plagiarism, insight into how to detect plagiarism and how to handle it once it is suspected. The course will hopefully make teachers realize that something needs to be done, and also point them in the right direction. The course can in this sense be the first basic and necessary input on plagiarism prevention in student work, for teachers. The skills required for good practice and the willingness to actually go ahead, however, are not as neatly adopted through an online course.

9   Concluding remarks

It is time to address our initial questions again. Why do we believe that an increase in teacher qualifications on the matter of preventing plagiarism is the best place to start when the aim is to decrease the number of student plagiarism cases at an institution while enhancing student-learning processes? We assume that teachers in higher education already have the academic values and attitudes connected with respect, integrity and general ethics, though their awareness of the problem of plagiarism may need to be increased. However, in order for teachers to act in a way that actually prevent student plagiarism, they need to know the nature of the problem, they need to know how to act and have the skills to do so.

The main reason why an enhancement of the teachers' knowledge, skills and competence in prevention of plagiarism is the most important place to start for preventing plagiarism in student work is twofold. First, they are the ultimate authorities for the students (normative legitimacy), and second, they are the ones who actually – through teaching the students how to avoid plagiarism and through forming and grading exams – have the power to significantly affect student actions (powerful conditioning). Given that teachers actually do talk about plagiarism with students and teach them how to avoid plagiarism (share academic values and attitudes, and show them how to use sources and cite correctly – or send them to library courses in information literacy), and given that they actually do design assignments and exams that guide students away from plagiarism, we believe there are good reason to expect a marked effect in student works. The assumed most effective "channel" to the students – their teachers – will be in use and the measures will be both identity forming and inspiring, as well as more directly conditional.

By including our online course in the program for teaching competence for higher education at our university (new teachers), optional for the participants in the 2014/2015 programme, mandatory from 2015/2016 on, and by offering additional workshops in all departments, we believe that one of the most important measures for a marked change in the occurrence of plagiarism in student work at our university is in place. However, we are committed to a holistic approach, and our continued work for plagiarism prevention at the institutional level will follow this line.

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Authors

Mariann Løkse (mariann.lokse@uit.no), The University Library, UiT The Arctic University of Norway.

Mariann Solberg (mariann.solberg@uit.no), Centre for teaching, learning and technology (Result), UiT The Arctic University of Norway.