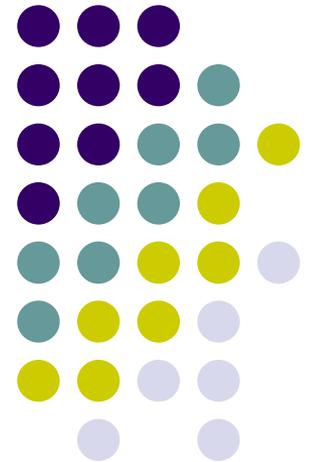
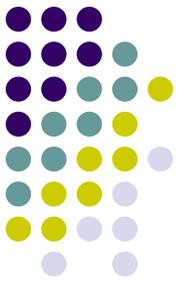


Are we asking the right questions ?

Neil Wellman and Julia Fallon
IPPHEAE Conference,
Mendel University
12-13 June 2013



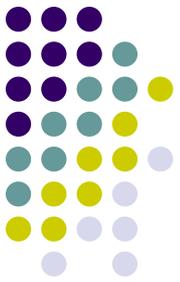
Presentation plan

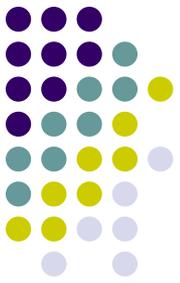


- Rationale
- Asking the questions
- Attitudes revealed
- What next?

Rationale

- Beginnings
- Review
- Curiosity
- Investigation

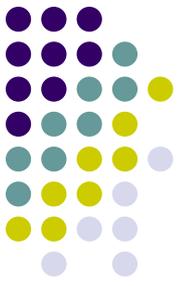




Body of knowledge

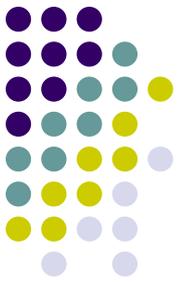
- Barrett and Cox (2005) –the line between collaboration and collusion is unclear
- Yeo (2006) interpretation of what is paraphrase and plagiarism is unclear

Unfair Practice=



- Plagiarism ‘ *can be defined as using without acknowledgement another person’s words or ideas and submitting them for assessment as though it were one’s own work, for instance by copying, translating from one language to another or unacknowledged paraphrasing*’.
- Collusion
‘Collusion, which can be defined as when work that has been undertaken by or with others is submitted and passed off as solely as the work of one person.’

Personal communication



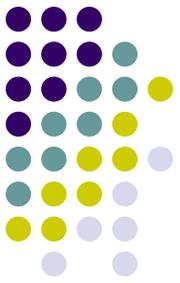
- ‘I wrote assignments because I wanted to develop myself. Writing assignments for students studying at different institutions meant that I learned more. Indian people are commercially minded and keen to be in business and so I wanted to be both learning and earning. I would make myself competitive. Safe business as students requesting help don’t know if the material written is good or not. The same work could be sent twice and they would not realise. I’d guarantee no more than 5% plagiarism’.



Research design

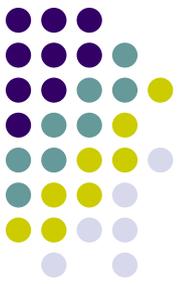
- Brass, Butterfield and Skaggs (1998) believe that as issues are under-reported asking other students helps gather data
- Exploration of attitudes eg. Moon (1999)
- Brown's (1995) questionnaire as a base-line
- 4 part questionnaire explained as an investigation into study practices

Survey



- Questionnaire completion by 182 students
- Likert scale responses to questions about giving and receiving help and acceptability eg.

It is OK to work on an individual assignment as a group as the stronger students can support the weaker ones



Example of findings

- Data

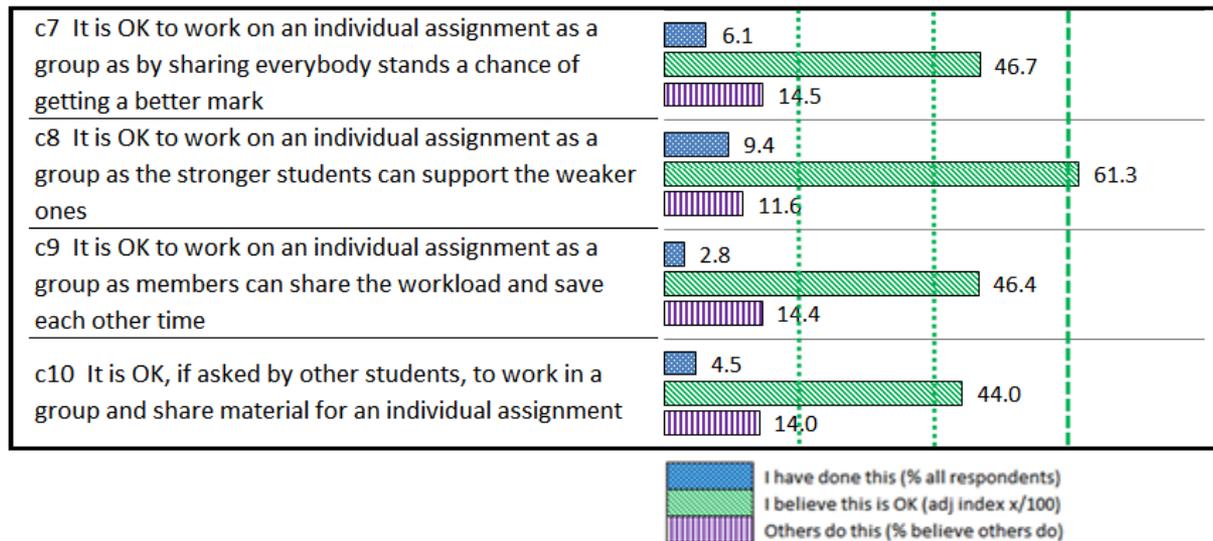
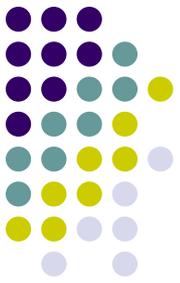


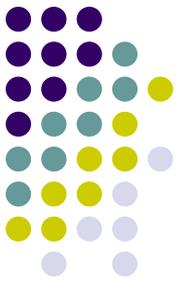
Figure 2: Working in a group on an individual assignment (index γ_{100} and %)



What are they saying?

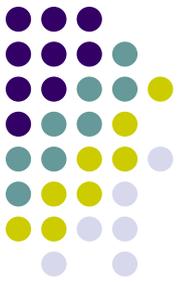
- Pooling resources is natural
- Helping others is natural

- Technological developments have 'helped'



Recap

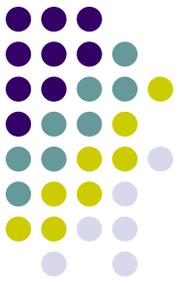
- Accept limitations
- Recognise issues
- Well-documented
- Placed in a context
- Repeats earlier findings
- Insights



What next?

- Undertake qualitative investigation
 - Continue longitudinal study
 - Broaden mix of respondents
-
- Any ideas?

References



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