



On managing plagiarism: can we learn from each other?

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Europe and Beyond
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The context for today

I have been sharing 'lessons learned' for many years. There are people here who have heard me talk about this many times.....

Is this self-plagiarism?

I hope it partly pays back my carbon footprint.

I hope sharing experiences creates a community

Knowledge about plagiarism is growing

I keep learning new things

Not all lessons can cross national boundaries

Sometimes, local circumstances make it difficult to apply lessons learned one place to another, different place.

In some university systems:

- rules are set by a national authority .
- lawyers, not teachers, manage cases
- no one collects data and information
- coursework for credit is a recent change. Systems to manage it are still developing.

The con N learned

- Rules set nationally
- Lawyers manage cases
- No data collection
- Coursework evolving

Authentication: who wrote this?

Quality assurance: setting & ensuring standards

Philosophy of education:

What is 'showing knowledge'?

Why is copying not ok?

Why 'do your own work'?

How to use other people's work?

Resources: especially in English

Lessons (for making policy about plagiarism)

Look at what stops sharing

- National control
- Lawyers, not teachers
- No data collection
- Impact of coursework (and the impact of writing in English)

Lessons learned

I. Policies need to focus on learning, not on cheating

Focus on cheating

- responsibility on the student to *'be honest'*
- over emphasis on **copying**
- few, inflexible penalties; issues of 'fairness'
- many cases ignored; a negative, defensive climate

Focus on learning

- responsibility on university for induction and skills teaching
- focus on **scholarship**
'Using others' work'
- range of severity & penalties; matching severity with penalty
- cases managed quickly
'a high-volume part of academic life'



Lesson two: local engagement, local solutions

Each university needs their own policy

Policies should reflect local priorities

Policies change over time

‘Our policy’ can build pride..... eventually.

Lesson 3: Think holistic, do not think 'quick fix'

- Policies for the whole range of issues
(induction, skills teaching, assessment design, detection, managing cases)
- All issues need work – active work.
- Resources must be sufficient

“Local enthusiasts, working alone, burn out in a few years – it takes the whole university to crack it”

Lesson 4: Understanding plagiarism takes time. People 'get it' slowly.

You must constantly restart 'at the
beginning'

BUT

You must find ways to collect and save local
knowledge.

*'Something being complicated is not the same as
something being impossible or unknowable.'*



The value of drip drip drip drip

..... for awareness raising

.... for skills development

.... for assessment redesign

..... for using data and collected information



Lesson 5: Policy matters but procedures matter more.

Plagiarism is a high volume 'every day' event

Most plagiarism is not cheating.

Many places manage plagiarism as an
ordinary, every day event.....

and we have the evidence to show it works.

Lesson 6: The word '*plagiarism*' still causes problems

Plagiarism Policy or 'Academic Integrity Policy'?

People hear 'plagiarism' and think 'cheating'
..... hear 'plagiarism' and think 'copying'

'You can't assume people know what it means'

'You can't assume people understand it'



Lessons for this conference

- Value in sharing, talking, listening
- Value in evidence – data – ‘*what we have found out*’
- Value in using and building on others’ experiences
- Value in local, specific solutions

Let the sharing begin!