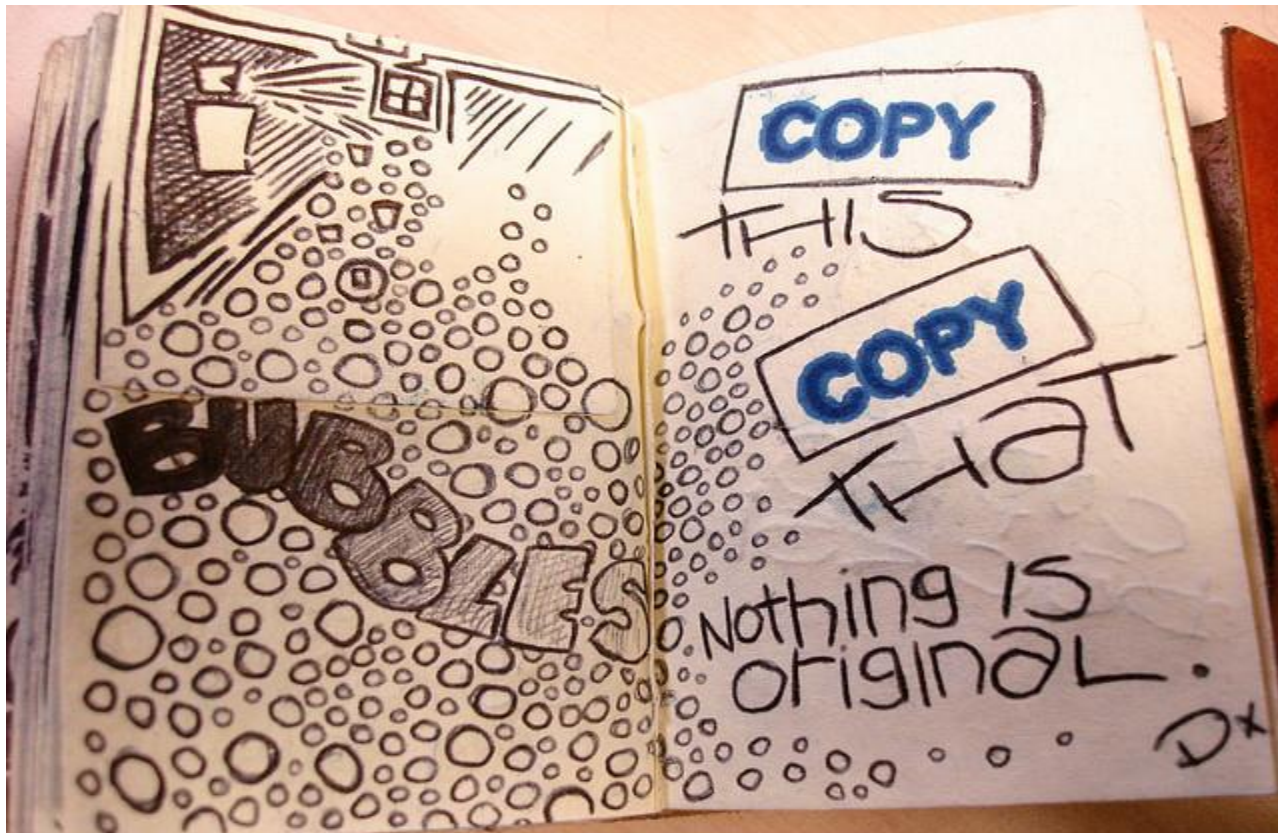




*Addressing student plagiarism in the UK, 10 years on*

**Gill Rowell, Academic Advisor,  
Turnitin/PlagiarismAdvice.org  
*IPPHEAE International Conference Plagiarism across  
Europe and Beyond, 12 June, 2013***



(Leeky-Boy, 2006)

- In September 2002: JISC formed the Plagiarism Advisory Service and made Turnitin available at **no cost** to HE and FE institutions.
  - Raise awareness of plagiarism within institutions.
  - Unite pockets of existing good practice.
  - Develop a national strategy for plagiarism detection.
  - **Offer pedagogic and institutional support for implementation of technology.**

*“The JISC Electronic Plagiarism Detection project was established to review electronic solutions to the issue of plagiarism. However, it became clear that, as with most things in life, **technology can only assist us, it will never replace the expertise of humans and that the answer to problems usually lies in process and procedures not technology alone.**” (JISC, 2000)*

# The UK academic integrity cycle



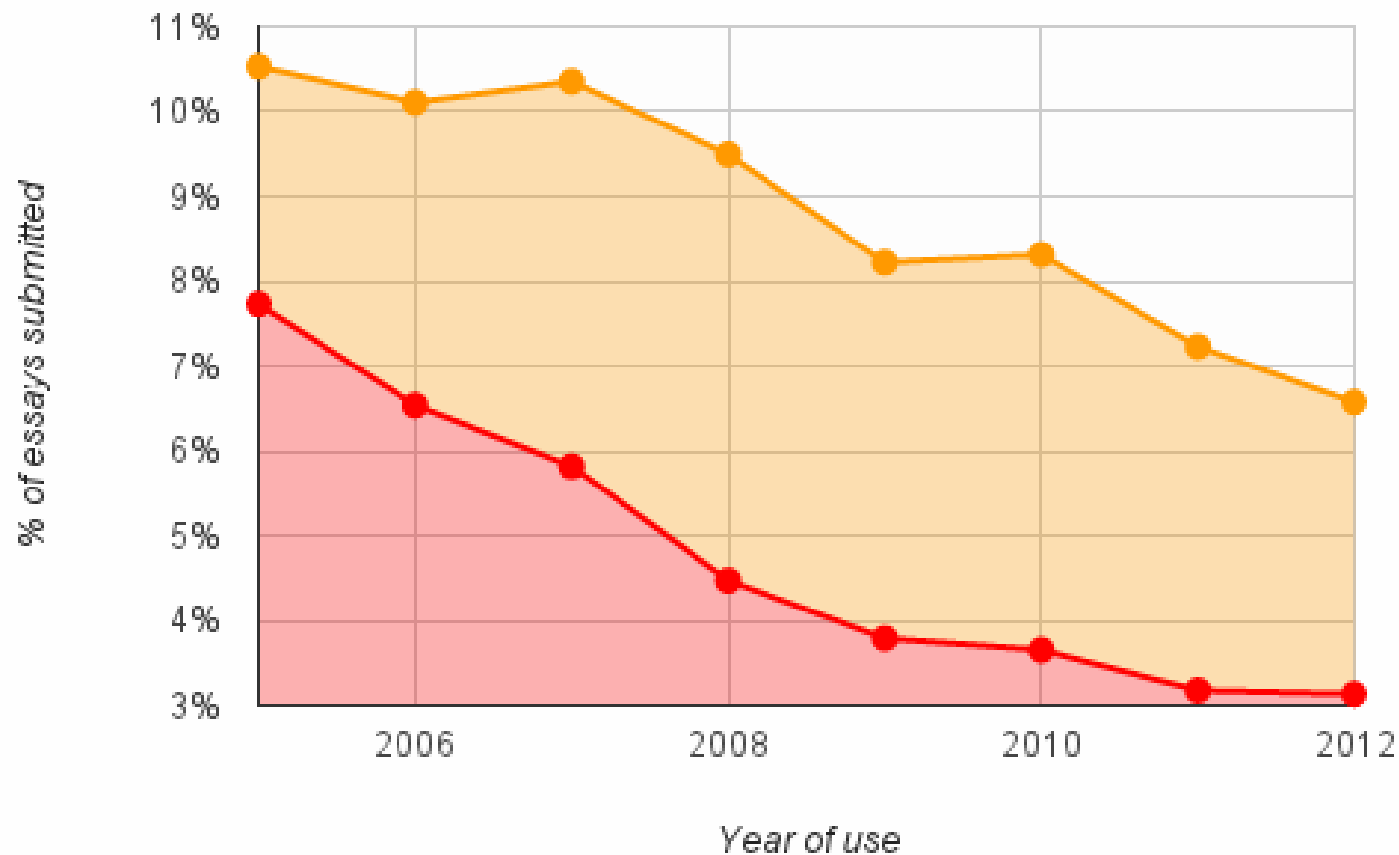
# Fast forward 10 years...

- What has the impact been on institutional and assessment practice?
- What has the impact been on student behaviour?
- Ultimately...
  - Has plagiarism reduced in UK institutions?

- Arguably more instances of plagiarism identified as more robust measures exist for checking.
- Deterrent effect of using Turnitin.
  - *“Over half of the staff surveyed who use turnitin thought it had directly contributed to reduced plagiarism, improved referencing and better writing. One lecturer asks all new undergraduate students to bring in a marked A level essay from their recent school days and runs them through turnitin – students are said to be shocked at the amount of non-original material in their work.”* (Graham-Matheson & Starr, 2013)

## Percentage of essays with high similarity

■ Essays where 75-100% is ... ■ Essays where 50-74% is u...





- Awareness of plagiarism/academic misconduct.
  - Information literacy and general information handling skills.
  - Academic writing skills.
- Reliance on social networking sites and Wikipedia for research.
- Students are generally in favour of use of Turnitin.
  - *“Students must have a formative experience of Turnitin before it is used summatively”* (Graham-Matheson & Starr, 2013)
- Expectation for online feedback.

# Analysis of 10 years of Turnitin matches

- “Academic and homework” sites was largest category in 2003/4 (62%), slightly less in 2010/1 (54%).
- Social and networking sites not on map in 2003/4, although in 2010/1 account for 14% of matches.
- Use of encyclopaedias has increased exponentially, due to increasing popularity of Wikipedia, top match in 2010/1 in 2004/3 it was ranked 30/100.
- Use of paper mills has also doubled.
- Dead links account for 16%, ie sites which were live in 2003/4 but are no longer live.
- Corporate sites prominent in 2003/4 (11%) includes sites such as finance, company and publishers’ sites.
- News sites much more readily used in 2010/1 (11% from 4% in 2003/4). Only news site which appears in both lists is the Guardian.

- Institutional approach to addressing plagiarism is (arguably) more cohesive and transparent.
- Guidance specifically on **how and when** Turnitin should be used.
  - Turnitin is embedded in policy and procedure
- Movement from pilots to full institutional implementation although use is still varied, often fragmented with multiple modes of use.
- Formative use is largely encouraged.
- Huge movement towards online submission and feedback.
- Guidance on interpreting the Originality Report is key.

- *Students* submit their work to TurnitinUK (screen all).
- *Tutors* submit *all* students' work to TurnitinUK (screen all).
- Tutors submit work which *looks suspect* to TurnitinUK (suspicion triggered).
- Tutors submit a *sample of papers* to TurnitinUK as part of a QA process (sampling).
- Tutors submit work of *specific groups* of students whose work may be problematic (profiling).
- Tutors make it clear to students that they have the *option of using TurnitinUK to check work (deterrent)*.
- Tutors *demonstrate TurnitinUK to students* in order to *stimulate discussion* about academic integrity and attribution (formative demonstration).
- Tutors *provide students with access to their Originality Reports*, but offer **no** follow up on interpreting the report or issues of academic integrity or attribution (formative unsupported).
- Tutors *provide students with access to their Originality Reports*, and offer *follow up on interpreting the report* and issues of academic integrity or attribution (formative supported).

*“The use of Turnitin has become embedded into the student learning experience at Northumbria University. In 2011/12 there were 1,383 Turnitin assignments created within 3,500 modules. The university has had a policy for a number of years that Turnitin should be primarily used as a teaching tool. **In particular as a way of helping first year students develop their academic writing skills** by submitting a formative assignment and then analysing the originality report with peers and staff to highlight strengths in referencing as well as identify areas for improvement.” (Turnock, 2012)*

- UK approach replicated in other countries
  - Discussions on plagiarism now global
- Wealth of research generated via 5 international conferences.
  - via PlagiarismAdvice.org
- Cohesive global approaches (IAAIC for example).
- Arguably this qualitative stuff is just as valuable?

# International Association of Academic Integrity Conferences

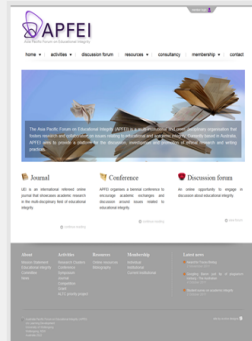
Friday, 22 June 2012



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## International Association of Academic Integrity Conferences

The International Association of Academic Integrity Conferences (IAAIC) is an alliance of key academic integrity and plagiarism conferences worldwide, formed to facilitate international conversations on educational issues ranging from cheating and plagiarism to pedagogy and best practices. The IAAIC currently has members from academic integrity bodies in the UK, US and Australia and supports research initiatives from practitioners and institutions throughout the global academic community.



### Asia Pacific Forum on Educational Integrity

The Asia Pacific Forum on Educational Integrity (APFEI) was founded in 2001 as a multi-institutional and cross-disciplinary organisation that would collaborate towards the research and promotion of educational integrity. The Forum aims to provide a platform for educators across all sectors to investigate, collaborate and access resources in the field of educational integrity. In addition, APFEI also aims to provide an opportunity for teachers, scholars and practitioners in the Asia-Pacific region to take a leadership role in the relatively new field of educational integrity.

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## Organising Board



### Gill Rowell

[BA\(Hons\), MA](#)

Gill's background is in information management, and prior to joining the Joint Information Systems Committee (JISC) headed Plagiarism Advisory Service, the forerunner of PlagiarismAdvice.org in 2002 worked as a Team Librarian at Northumbria University Library in Newcastle upon Tyne, UK where she completed her Masters' degree in Information and Library Management. As a former librarian Gill is particularly interested in assisting students to develop effective information handling skills to enable them to make considered and ethical use of electronic resources in their studies.

As one of the founder members of the service Gill has been key to establishing a national response to the issue of plagiarism in the UK using Turnitin, which is now employed by over 90% of universities. She is also the co-author of a series of guides aimed at UK students in secondary education on plagiarism, and has spoken on the subject at conferences and seminars in the UK and Europe. Currently Gill provides pedagogic guidance on approaches to embedding Turnitin in institutional and assessment practice whilst using expertise from all around the world. Gill manages the academic programme of the biennial International Integrity and Plagiarism conference.



### Tracey Bretag

[BA\(Hons\), MA, PhD](#)

Tracey has an eclectic background in English literature, gender studies, Teaching English to Speakers of Other Languages, and education. She teaches communication, ethics and professional development courses at the University of South Australia and is the Director of the Global Experience Program, a university-wide extra-curricular program designed to enhance students' global competencies. Tracey's research for the last decade has focused on all aspects of academic integrity. She is currently the Project Leader of the Australian Learning and Teaching Council funded project, Academic integrity standards: Aligning policy and practice in Australian universities. She is also the founding Editor of the International Journal for Educational Integrity, and the Co-Chair of the Asia Pacific Forum on Educational Integrity. Her most recent publications have included papers on academic integrity policy, students' understandings of academic integrity, publication ethics and the decision-making process for breaches of academic integrity.



### Ruth Walker

[BA\(Hons\), PhD](#)

Dr Ruth Walker is a lecturer in Learning Development at the University of Wollongong, Australia, where she teaches writing in the Faculty of Creative Arts and the Business School. Ruth is co-coordinator of the Asia Pacific Forum on Educational Integrity (APFEI) and co-chaired the 2009 4th Asia Pacific Conference on Educational Integrity at the University of Wollongong. Ruth was awarded an Australian Learning and Teaching Council's 2008 citation for "sustained work to collaboratively integrate contextualised academic integrity into curricula". Ruth's research interests include popular culture, affective theories of plagiarism and the impact of digital media on research and writing practices. She co-edited the book "Zombie in the Academy: Living Death in Higher Education" (forthcoming Intellect Press) and is currently working on her book manuscript "Remix Australia: Plagiarism, Appropriation and Cultural Citation".

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## Plagiarismadvice.org

Research Papers

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### Introduction

Since its debut in 2004, the biennial International Plagiarism Conference, hosted by PlagiarismAdvice.org, has been working with universities and colleges in the UK and beyond to promote academic integrity. During this time individual members of the global academic community have been able to share their expertise and promote academic integrity through conference attendance, a vibrant and varied network of academic experts has proved to be invaluable in sharing good practice.

The themes at the conference have focused on cross-cultural and social views on plagiarism, institutional approaches to academic integrity and developments in detection expertise presented at the conference.

Resources

10 key resources for any institution looking to develop or review an academic integrity or plagiarism policy.

Research

Browse over 200 peer-reviewed research papers, the international plagiarism community.

Celebrating 10 years

PlagiarismAdvice.org have been providing resources, training and guidance to the education sector since 2002 and we are delighted to welcome you to our new website. The new website comes at the end of a highly successful year during which we celebrated 10 years of pioneering research on plagiarism and academic integrity at the International Plagiarism Conference. The website draws together expertise from around the world and includes the top 10 resources for institutions to address plagiarism and over 200 research papers.

Tweets

Have you signed up for the Middle East Academic Integrity seminar? #MEAI4 is not too late to attend this free event <http://bit.ly/1265L5d>

Have you wondered what the top plagiarism cases of 2012 were? Take a look at this <http://bit.ly/1265L5d> #plagiarism #plagiarismprevention

PlagiarismAdvice.org about an hour ago

PlagiarismAdvice.org 2 days ago

## Plagiarismadvice.org

Academic Network

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### Academic Network

PlagiarismAdvice.org has been working with universities and colleges in the UK and beyond to promote academic integrity. During this time individual members of the global academic community have been able to share their expertise and promote academic integrity through conference attendance, a vibrant and varied network of academic experts has proved to be invaluable in sharing good practice.

Dr John Barrie, iParadigms, USA

Dr John Barrie is co-founder of iParadigms, and completed his MSc in Psychology/Neuroscience. Dr Barrie's vision is to use technology to enhance the learning experience for students. He has been involved in the development of iParadigms' feedback system, which provides students with immediate feedback on their work. He is also involved in the development of iParadigms' research system, which provides researchers with immediate feedback on their work. He is also involved in the development of iParadigms' teaching system, which provides teachers with immediate feedback on their work. He is also involved in the development of iParadigms' learning system, which provides learners with immediate feedback on their work. He is also involved in the development of iParadigms' assessment system, which provides assessors with immediate feedback on their work. He is also involved in the development of iParadigms' evaluation system, which provides evaluators with immediate feedback on their work. 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Patris van Boxel, VU University, Amsterdam, The Netherlands

I am coordinator and system administrator of the campus-wide use of the tool amongst teaching staff. I am responsible for the design and development of evidence-based research with regards to Dutch SURF-subsidised Scaffolding Assessment for Learning (SAL) and (immediate) feedback on written student work. The aim is to turn this into a central tool in this project.

Dr Tracey Bretag, University of South Australia, Australia

Tracey Bretag, BA (Hons), MA, EdD (by research), is the Director of the extensive research experience on academic integrity. She has a long history in research on academic integrity, having been involved in the development of the International Center for Academic Integrity (ICAI). She has written extensively on academic integrity, including the book 'Academic Integrity: A Practical Guide' (2003) and 'Academic Integrity: A Practical Guide' (2003). She is also involved in the development of the ICAI Exemplar of Integrity Award, in recognition of universities. On 1 December 2012 she began a new role as Director of Learning and Teaching, support frameworks across the higher education sector. Bretag provided the Keynote at the International Plagiarism Conference 2012.

Research & teaching interests: I have an eclectic disciplinary background in Education, ranging from communication, TESOL, writing and professional development courses to publication of Communication skills for international students in business (2006, 2008) received the Excellence in Teaching Award at the University of South Australia. My current curricular program designed to enhance students' global competencies.

## Plagiarismadvice.org

Resources

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### Top 10 Resources

To celebrate our 10 year anniversary here are 10 key resources for any institution looking to develop or review an academic integrity or plagiarism policy.

#### Penalties for plagiarism

##### Academic Misconduct Benchmarking Research (2007-2010)

The Academic Misconduct Benchmarking Research (AMBR) project aimed to identify the range and nature of penalties applicable to cases of student plagiarism in UK Higher Education Institutions (HE) and answer following concerns that penalties were being applied inconsistently from one institution to another. Ultimately the project aimed to consider the feasibility of a generic penalty tariff which can be applied across the sector.

The project involved a three-fold study of the regulatory and practical aspects of dealing with student plagiarism. Firstly following a consultation exercise with a group of institutions a penalty tariff was developed for use as a benchmark for establishing and reviewing institutional policies and procedures.

Phase one (2007): Desktop survey of 150+ higher education institutions' academic misconduct regulations. Cite this resource: Tennant, P., Rowell, G. & Duggan, F. (2007) Academic misconduct benchmarking research project: part 1 [Online]. Available at: [www.plagiarismadvice.org/images/plagiarismresources/Tennant\\_amb1.pdf](http://www.plagiarismadvice.org/images/plagiarismresources/Tennant_amb1.pdf) (Accessed: 29 November 2012).

Phase two (2008): Investigation of penalties applied in practice for cases of student plagiarism. Cite this resource: Tennant, P. & Duggan, F. (2008) Academic misconduct benchmarking research project: part 2 [Online]. Available at: [http://www.hes.ac.uk/assets/documents/AMBR\\_Part2\\_Full\\_Report.pdf](http://www.hes.ac.uk/assets/documents/AMBR_Part2_Full_Report.pdf) (Accessed: 3 December 2012).

Phase three (2010): Development of a generic penalty tariff. Cite these resources: Tennant, P. & Rowell, G. (2010) Plagiarism reference tariff [Online]. Available at: [www.plagiarismadvice.org/images/plagiarismresources/Tennant\\_reference.tariff.pdf](http://www.plagiarismadvice.org/images/plagiarismresources/Tennant_reference.tariff.pdf) (Accessed: 29 November 2012). Tennant, P. & Rowell, G. Benchmark plagiarism tariff [Online]. Available at: [www.plagiarismadvice.org/images/plagiarismresources/Tennant\\_benchmarkreport.pdf](http://www.plagiarismadvice.org/images/plagiarismresources/Tennant_benchmarkreport.pdf) (Accessed: 29 November 2012).

#### Academic integrity

##### The Fundamental values of academic integrity, International Center for Academic Integrity (1999)

Hundreds of university faculty, administrators, staff and students contributed to the development of the International Center for Academic Integrity's original Fundamental Values project, in which the five fundamental values of integrity are identified as **honesty, trust, fairness, respect, and responsibility**. The document defines academic integrity as a commitment, even in the face of adversity, to the fundamental values and asserts that by following the principles of behaviour that the values recommend, communities can promote and nurture integrity amongst their members. This document is currently being updated to reflect another element that has proven to be necessary in upholding and maintaining integrity: courage.

Cite this resource: International Center for Academic Integrity (1999) The Fundamental values of academic integrity [Online]. Available at: <http://www.academicintegrity.org/assets/FundamentalValues.pdf> (Accessed: 27 November 2012).

#### Alliance of conferences

##### International Association of Academic Integrity Conferences (2012)

The International Association of Academic Integrity Conferences (IAAIC) was launched at the 5th International Plagiarism Conference in 2010 and is an alliance of key academic integrity and plagiarism conferences worldwide, formed to facilitate international conversations on educational issues ranging from cheating and plagiarism to pedagogy and best practices. The IAAIC currently has members from academic integrity bodies in the UK, US and Australia and supports research initiatives from practitioners and institutions throughout the global academic community.

Cite this resource: International Association of Academic Integrity Conferences (2012) Available at: [www.iaaic.org](http://www.iaaic.org) (Accessed: 20 November 2012).

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Tel: +44 (0) 248 542 0025 Fax: +44 (0) 248 542 9075 Email: [info@plagiarismadvice.org](mailto:info@plagiarismadvice.org)

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Tel: +44 (0) 248 542 0025 Fax: +44 (0) 248 542 9075 Email: [info@plagiarismadvice.org](mailto:info@plagiarismadvice.org)

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# Above all: embrace the positives!



(Cipido, 2009)

Save the date...



6<sup>th</sup>IPC

## 6th International Integrity & Plagiarism Conference

June 16-18th 2014  
The Sage, Gateshead, UK

[More Information](#)

# Thank you!

Gill Rowell **growell@iparadigms.com**

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- Turnock, C. (2012) Email to Gill Rowell, 11 June.